

Dyslexia at Hillview School for Girls

At Hillview, our universal offer supports all students with dyslexic tendencies and diagnoses in their lessons through high quality inclusive teaching. This includes curriculums for all subjects that are written to improve working memory and support processing.

We also have a school-wide literacy focus which incorporates literacy support into all lessons. All staff are trained and familiar with Rosenshine's principles of learning which match the good practice recommended for supporting students with specific learning difficulties such as dyslexia through chunking information, presenting new concepts slowly, revisiting key concepts and terms, planning for overlearning and practice both immediately and over a longer period of time. Planning time is given to teachers during training sessions to reflect on their practice and design lessons that incorporate these principles wherever possible.

Staff visit primary schools and talk to teachers about their individual needs and all information is shared with the SENCO to decide on the most appropriate support. As a safety net, students also complete a reading assessment in Year 7. Where a learner is suspected of not making the expected progress due to possible dyslexia, and this has been flagged by parents or staff members, we use a screening programme to investigate further. Some of our learners will require a second tier of targeted support, and these learners will be invited for additional support classes, usually for six sessions. After the first cycle of support, impact is assessed, to see if further support is required and if it is then this is put in place as the next cycle in the graduated approach. Where substantial support is required (tier 3) we benefit from the support of the Specialist Teaching and Learning Service (STLS) who plan jointly with us to ensure that the learner is enabled to make progress.

Additionally, the SENCO, Heads of Key Stage and all members of the senior leadership team meet to closely review the progress of all students three times per year to identify any that may require further support or interventions. Teachers are also clear on how to refer students who they have concerns about directly to the Learning Support team if this is needed at any point during the academic year.

Any student raised to the Learning Support Team by parents or teachers as having a learning need is noted on Arbor and monitored under our screening category. As part of this, support strategies and other relevant information are shared with teachers about how to support their classroom needs. Teachers are reminded regularly of the assess, plan, do, review cycle that they must follow, in line with the SEN Code of practice, to ensure all students, including those with SEN, make progress in line with their cognitive ability.

Strategies that teachers use could include the use of ppt emailed to learners at the beginning of the lesson, overlays or colour veil if working on laptop. All work is chunked and dual-coded as standard in all lessons. If you are concerned about the quality of a resource in a particular lesson, please speak to the teacher who created it so that they can be made aware of why you feel it is not appropriate to meet the needs of your child. As the SEN Code states, all SEN students are primarily the responsibility of the class teacher and at Hillview, the mentor is the first port of call for any concerns that the parent may have about their child. SENCO advises teachers



of strategies to implement, and teachers will speak to the SENCO if a child is unable to make progress despite using the Assess, Plan, Do, Review (APDR) cycle. At this point, a meeting may be called to discuss the next steps and if it is appropriate, parents will be invited to discuss further support which may include interventions, referrals or requests for outside support.