

For Use by Local Authority Specialist Staff Only

Part 4 - SEND Teaching Support Team - Autism Spectrum Conditions/Communication and Interaction
2.1 Eligibility Criteria for Request for Statutory Assessment for an Education, Health and Care Plan

Name:	Date of Birth:
Setting/Educational Placement:	Date of Assessment:

The following set of tables has been designed to support the assessment process for a request of an EHCP for those children and young people who present with communication and interaction differences or who have a diagnosis of autism. The statements in each table are cumulative and reflect an increasing scale of severity.

Cautionary Note: The use of these criteria may not be suitable for children aged 3 years and under due to their individual developmental profile.

This assessment must be completed by the CCC SEND TST SAT (ASC) / SAT (Early Years) and be involved with the child or young person.

Criterion 1. Communication and Language		Score
a	Expressive and receptive language development appears to be within the expected range but may have an unusual presentation such as tone or formality or there may be a delay in responding to verbal instruction. Use and understanding of expressive gesture, e.g. eye contact, facial expression and body posture, appear to be within expected range.	1
b	Level of receptive language may appear to be at an appropriate level but may be impaired by a literal understanding of words and terms. Child/young person may respond better to small step instruction or may need attention gained by name being said first. Child/young person has some use and understanding of expressive gesture, e.g. eye contact, facial expression and body posture but may not always demonstrate this consistently.	2
c	Superficially good expressive language but pragmatic skills are less well developed, e.g. may divert topic of conversation, may not take turns in conversation, may be a selectively mute, may resist or avoid, may show restricted awareness of listener's needs. May notice or respond to expressive gesture but attribute incorrect meaning. May use gesture but in a repetitive or stereotypical manner, rather than to convey meaning.	3
d	May struggle to use language effectively. Understanding of words and phrases may largely rely on context and may be restricted by an inability to generalise. May rely on words or phrases and struggle to identify the context in which the words are used. May be able to imitate actions and/or vocalisations. May use words or phrases in idiosyncratic or inappropriate ways. Conversely the child/young person may present with a good level of expressive language but be socially very immature.	5
e	Severe delay or deviation in expressive language. Receptive language is reliant upon visual clues to supplement understanding of	8

	spoken language. A significant proportion of expressive language may be difficult to understand, e.g. uses learned phrases out of context or echolalia. Severely restricted awareness of using language to express personal need or to empathise with others. May use gesture in a restricted way to communicate basic needs only. May point to indicate need but not to share interest.	
f	It is difficult for adults to assess the degree of child/young person's understanding (e.g. may offer little or no response to verbal communication such as name being called). No imitation present. Child/young person appears to understand simple phrases in context, because of learned responses (e.g. may recognise dinnertime because of the sensory clues, not the language). Child/young person rarely understands or uses gesture appropriately.	10
g	Child/young person has no speech at all or makes noises without apparent meaning. Child/young person has no obvious understanding of the purpose of language. Child/young person has not developed communicative intent.	12
Comments/evidence		Child/Young Person's Score

Criterion 2. Social Understanding and Interaction		Score
a	May show some awareness of other's feelings. Presents with some observable social immaturity but can demonstrate some understanding of their role in social situations. Engages in shared activity. Engages in interactive exchange. Is motivated to join a group but may prefer some periods of time alone.	1
b	Observable limitations to child/young person's awareness of self and the needs of others but benefits from appropriate guidance and support. Shows an interest in others but may remain on the periphery as an observer. May prefer to be with adults, older or younger peers. Tolerates the presence of others but may prefer to be alone. Some imitative play may be present.	2
c	Poorly developed sense of self and others. Difficulties in less structured and more socially complex circumstances. Remains on the periphery and may not know they are part of a group. May develop a relationship through a common interest. Evidence of limited consequential thinking through actions and/or responses. May be amiable, gentle but easily led. Repetitive and limited play may be present.	3
d	Presents with underdeveloped or superficial social awareness and understanding of social relationships and expected social behaviour. May be able to mask the deficit in this area through imitation. May become intensely interested in / focused on individuals. Attempts at making friends can be observed as odd. May be controlling and try to impose own perspective. May want friends but has enduring difficulties in making and maintaining friendships. May present with unexpected reactions/responses to social cues, people and events.	5
e	Significant difficulties with understanding social behaviours, roles and relationships within social groupings. Social approaches may be passively accepted but c/yp may respond with limited expression of emotions/feelings, lack skills of reciprocity, may join others if invited but social engagements are observably short lived. May engage in a 1-1 situation or respond to direct social approaches but does not initiate. An inability to routinely join in group work/play activities.	8
f	Failure to develop peer relationships. Presents with a restricted desire to communicate and engage socially. It is difficult for adults to assess the degree of child/young person's understanding (e.g. may offer little or no emotional response). May make unusual approaches in order to have needs met. Lack of reciprocity in play preferring solitary activities.	10

g	Child/young person shows no obvious interest in developing social relationships. Lack of social responsiveness. Joint attention is not developed. Makes no approach in order to have needs met. Child/young person may relate better to objects than people or will only use people to satisfy immediate basic needs. Lack of consequential thinking which poses a serious risk to safety to self and others.	12
Comments/evidence		Child/Young Person's Score

Criterion 3. Rigidity of Thought and Behaviour		Score
a	Responds well to structured teaching approaches which take account of the need for rules, routines, accommodating special interests, difficulties coping with change, transitions and making sense of abstract information. Able to engage in imaginative play with peers. May exhibit some impulsive, compulsive and/or repetitive behaviours e.g. repetitive questioning, hand flapping, finger flicking, rocking.	1
b	May cope with change within familiar situations. May respond with some rigidity to rules and routines or may resist rules and routines. May present with some delay with the development of language based learning or pre skills in these areas. Play may be repetitive and limited.	2
c	Experiences difficulties coping with change and may present with insistence. Rigidity in thinking impacts on the development of language, reading and writing/recording or pre skills in these areas. May compartmentalise their learning and their rigid response impacts on their ability to transfer and generalise to other learning experiences. The element of insistence may present as perfectionism. Clearly identifiable problems with making sense of abstract information. Child/young person may have a limited range of interests. Play is repetitive and limited.	5
d	Change causes observable distress and can lead to challenging behaviour. Inflexibility of thoughts and/or behaviour impacts on all aspects of learning. Distracted and preoccupied by intense interests. Child/young person may impose own perspective on adults and/or peers. Insistence on fair application of rules and inability to understand hidden rules causes frustrations and distress.	8
e	The requirement to change attention and focus causes significant distress and challenging behaviour. Perseverative thinking has a restrictive and prohibitive impact on learning and access the wider school curriculum. Intensely preoccupied with interests, which limits social opportunities and severely hinders learning.	10
f	Resistance to change is such that it is extremely difficult to introduce new activities or experiences. Total preoccupation with own thoughts and/or highly focused interests.	12
Comments/evidence		Child/Young Person's Score

Criterion 4. Sensory Differences		Score
a	No observable or reported sensory differences	0
b	Some sensitivity to sensory experiences. No observable or prohibitive impact on every day activities.	2
c	Some sensitivity to sensory experiences resulting in occasional avoidance, sensory seeking activities and/or distress.	5

d	Severe sensitivity to sensory experiences resulting in avoidance, engagement in sensory seeking activities or distress/discomfort that regularly prevents or distracts from focus on task. May find it difficult to cope with multi-sensory input.	8
e	Extreme reaction to sensory experiences resulting in preoccupation with sensory seeking/stimulation activities, avoidance and/or severe distress that prevents adequate participation in everyday tasks or activities.	10
Comments/evidence		Child/Young Person's Score

Criterion 5. Motor Control		Score
a	Motor control is within the expected range of the child/young person's developmental stage.	0
b	Some observable difficulties with posture, balance, coordination and/or motor planning. May be slightly uncoordinated or toe walk. May be hypermobile and have low muscle tone.	3
c	Child/young person presents with significant difficulties in acquiring motor planning skills. Does not easily integrate all the information needed for completing physical tasks/movements impacting on ability and/or willingness to engage.	6
Comments/evidence		Child/Young Person's Score

Criterion 6. Emotional Regulation		Score
a	Emotional control and management of behaviour is within the expected range of the child/young person's developmental stage.	0
b	May display occasional extreme emotions out of proportion to the event. May calm within a short period of time.	3
c	Thoughts, feelings and/or physical factors result in outbursts; refusals; avoidance; shut-downs or destructive acts. Visible symptoms may include withdrawing from communication, head banging, rocking intensely, hiding and making sounds and noises. May self-calm or respond well to given strategies.	6
d	Presents with more frequent emotional outbursts, avoidant and/or refusal behaviours, withdrawal or shut-down. May engage in self-injurious types of behaviours or violent attacks. Unable to calm without planned support and interventions.	10
e	Routinely presents with panic attacks and melt-downs, explosive or implosive behaviours, which pose a serious risk to safety to self and others. Child/young person has reached a point where they appear to no longer be able to cope and are out of control.	12
Comments/evidence		Child/Young Person's Score

Criterion 7. Cognition and Learning		Score
a	Child/young person may have average or above average general learning ability. Child/young person is able to organise self and equipment for learning, in line with their expected stage of development.	0

b	Child/young person is showing weaknesses with the ability to learn and/or retain skills and information. May need extra time to process information. May have difficulty sequencing events. Child/young person may need verbal prompts or reminder/cues to organise self and/or equipment for learning that other children, within the same stage of development, are able to achieve independently.	2
c	Child/young person is working below age related expectations as identified in standardised assessments. Notable weaknesses with ability to learn and/or retain skills and information. This may include: Selective/sustained/divided attention skills may not be well developed; child/young person may have difficulty processing and organising information; signs of weakness with short term and working memory; concrete thinking with clear problems making sense of abstract information; reasoning skills and problem solving may be weak; child/young person may have some problems generalising learned skills; child/young person may have difficulties distinguishing between fact and fiction. Child/young person is struggling to develop the self-help and skills for independent learning which other children easily assimilate and generalise.	5
d	The child/young person's presentation and underlying impairments have a significant impact on their ability to learn and/or retain skills and information. Child/young person has significant difficulty focusing on relevant information and remaining focused. May show little self-directed motivation. Child/young person is likely to struggle to follow basic self-help routines without high levels of structure.	8
e	The child/young person's presentation and underlying impairments severely impact on their ability to learn and/or retain skills and information. Child/young person is unable to follow basic self-help routines and/or keep themselves safe without high levels of structure and 1-1 support.	10
f	The pervasive and dimensional nature of the child/young person's needs has a profound impact on their ability to learn and prohibits the acquisition, retention and generalisation of skills. Attention is so restricted that it must be focused and sustained by others. Lack of consequential thinking.	12
Comments/evidence		Child/Young Person's Score

Criterion 8. Impact on Access to Learning and the Curriculum (EYFS Areas of Development, English and Maths)		Score
a	Expected/better than expected progress.	0
b	Less than expected progress despite quality teaching, setting/school based intervention and the use of SEND delegated funding.	3
c	Significantly less than expected progress despite quality teaching, setting/school based intervention and the use of SEND delegated funding.	6
d	Extremely limited or no progress despite quality teaching, setting/school based intervention and the use of SEND delegated funding.	10
Standardised assessment results/Progress Levels attached		Child/Young Person's Score

		Score
Criterion 1	Communication and Language	
Criterion 2	Social Understanding and Interaction	
Criterion 3	Rigidity of Thought and Behaviour	
Criterion 4	Sensory Differences	
Criterion 5	Motor Control	
Criterion 6	Emotional Regulation	
Criterion 7	Cognition and Learning	
Criterion 8	Impact on Access to Learning and the Curriculum	
		Child/Young Person's Total Score

Completed by:

Specialist Advisory Teacher	Name	Signature	Date

N.B. Exceptional SEND – There may be occasion when an individual child or young person's presentation is considered to be 'Exceptional SEND' despite scoring below the threshold of 78 of the Eligibility Criteria **e.g. children with a demand avoidant presentation**. In these circumstances consideration should be given to Band Six - Exceptional SEND provided the evidence from all services involved support this recommendation.

Bands and Description/Scores

Band	Description/Score
Band 1 - (Mild SEND)	6 - 16
Band 2 - (Moderate SEND)	17 - 27
Band 3 - (Severe SEND)	28 - 43
Band 4 - (More Severe SEND)	44 - 62
Band 5 - (Profound SEND)	63 - 77
Band 6 - (Exceptional SEND)	(see N.B. above) 78 +