

### For Use by Local Authority Specialist Staff Only

## Part 4 - SEND Teaching Support Team - Autism Spectrum Condition/Communication and Interaction

### 2.1 Eligibility Criteria for Request for Statutory Assessment for an Education, Health and Care Plan

<b>Name:</b>	<b>Date of Birth:</b>
<b>Setting/Educational Placement:</b>	<b>Date of Assessment :</b>

Children and young people may present with a range of communication and interaction differences or have a diagnosis of autism which affects their access to learning and social inclusion. The following set of tables has been designed to support the assessment process for a request of an EHCP. Each table reflects an increasing scale of severity and as such assessors need to bear in mind, due to the complexity of the presentation, that some statements within a table will thread through the scales, e.g. having a literal understanding is likely to be present at all levels within the same table.

**Cautionary Note:** The use of this criteria may not be suitable for children aged 3 years and under due to their individual developmental profile. Reference to SOGS may be required in these instances.

1. **This assessment must be completed by the SAT for ASC/SAT for Early Years, from CCC SEND TST, involved with the child or young person.**
2. Select one section from each table that best fits the severity of the child or young person's presentation.
3. The selection must be evidence based. In the 'Comments Box, briefly describe what evidence there is to support the option selected. Additional or lengthy supporting evidence should be provided separately.

Criterion 1. Language and Communication		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.	<b>1</b>
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 may respond better to small step instruction or may need name said first. Child has some use and understanding of expressive gesture, e.g. eye contact, facial expression and body posture but may not always demonstrate this consistently.	<b>2</b>
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 show restricted awareness of listener's needs. May use gesture but in a repetitive or stereotypical manner, rather than to convey meaning.	<b>3</b>
d	Understanding of words and phrases may largely rely on context and may be restricted by an inability to generalise. May struggle to use language effectively. May be able to imitate actions and/or vocalisations. May use words or phrases in idiosyncratic or inappropriate ways. May identify expressive gesture but attribute incorrect meaning. May point to indicate need but not to share interest.	<b>5</b>

e	Significant delay or deviation in expressive language. Receptive language is reliant upon visual clues to supplement understanding of 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.	6
f	It is difficult for adults to assess the degree of child's understanding (e.g. child may offer little or no response to verbal communication such as name being called). No imitation present. Child 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 may, in some circumstance, have age appropriate speech but shows extreme resistance to engage in adult/peer led communication (e.g. child may be selective mute or persist with selecting the topic of conversation). Child rarely understands or uses gesture appropriately.	8
g	Child has no speech at all or makes noises without apparent meaning. May show extreme resistance to adult/peer directed communication. Child has no obvious understanding of the appropriate use of gesture/non-verbal expression in self or others.	12
Comments/evidence		Child or Young Person's Score

Criterion 2. Social Understanding and Interaction		Score
a	Demonstrates some understanding in social situations. Shows an interest in others but may remain on the periphery. Will join in if invited. May move away within a short space of time.	1
b	Social understanding appears to be delayed. Can spend time with peers but may prefer own company. May show some awareness of other's feelings.	2
c	Difficulties in less structured and more socially complex circumstances. Some resistance to joining in group work and play. May want friends but has difficulty making and maintaining friendships. Repetitive and limited play may be present. May show a preference to being with adults rather than peers.	3
d	Decreased interest in social interaction. Attempts at making friendships are odd and unsuccessful. May become obsessed with individuals, may prefer older or younger friendships. May laugh at inappropriate times or make inappropriate comments. May show an interest in the reaction/response without showing an awareness of other's feelings. May not know they are part of a group.	5
e	Significant difficulties with understanding social relationships. Limited initiations and reduced or abnormal responses to others. May greet strangers as friends. Limited empathy and understanding of needs of others. May be isolated.	6
f	Very limited initiations and responses to others. Lack of empathy. May respond only to direct social approaches. Social engagements are observably short lived.	8

g	Child shows no obvious interest in developing social relationships. Child may relate better to objects than people or will only use people to satisfy immediate basic needs. Extremely restricted genuine empathy. Joint attention not developed.	12
Comments/evidence		Child or Young Person's Score

Criterion 3. Rigidity of Thought and Behaviour		Score
a	Responds well to routine and structure. Copes with change when prepared. May have difficulty with joining in with imaginary games/activities with others.	1
b	Some difficulty coping with change. May resist rules or routines, with possible insistence on developing own. Play may be repetitive and limited.	2
c	Resistance to change interferes in one or two contexts e.g. sequencing or some aspects of memory. Child may have limited range of interests which may be obsessive and occasionally self-absorbing.	5
d	Compulsion to adhere to repetitive routines to such a degree that it severely restricts access to activities. May become preoccupied with unusual or all absorbing interests.	8
e	Extreme difficulty coping with change. Great distress changing focus. Inflexibility of behaviour causes significant interference with functioning and access in all spheres.	10
f	Resistance to change is such that it is extremely difficult to modify related behaviours or introduce new activities or experiences. Total preoccupation with own thoughts and/or interests.	12
Comments/evidence		Child or 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 or distress.	5
d	Severe sensitivity to sensory experiences or engagement in sensory seeking activity 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 or preoccupation with sensory seeking activity	10
Comments/evidence		Child or Young Person's Score

<b>Criterion 5. Motor Development</b>		<b>Score</b>
a	Motor control is within the expected range of the child or young person's developmental stage.	<b>0</b>
b	Some delay in acquiring gross and/or fine motor skills. May be slightly uncoordinated or toe walk.	<b>3</b>
c	Significant delay in acquiring skills linked to motor movement. May have difficulties with handwriting, dressing or using tools/equipment in a range of situations.	<b>6</b>
Comments/evidence		Child or Young Person's Score

<b>Criterion 6. Emotional Regulation</b>		<b>Score</b>
a	Emotional control is within the expected range of the child or young person's developmental stage.	<b>0</b>
b	Occasional immature or unusual behaviour outside the expected developmental range.	<b>2</b>
c	Experiences some episodes of anxiety or may display occasional extreme emotions out of proportion to the event.	<b>3</b>
d	Frequent episodes of anxiety; outbursts; refusals; avoidance; shut-downs; destructive acts or self-stimulating behaviour.	<b>6</b>
e	High and persistent levels of anxiety caused by everyday events resulting in more frequent emotional outbursts, withdrawal, avoidant behaviours or shut-down. May engage in self-injurious types of behaviours or violent attacks.	<b>10</b>
Comments/evidence		Child or Young Person's Score

<b>Criterion 7. Independence and Self-Care</b>		<b>Score</b>
a	Within the expected range of the child or young person's developmental stage.	<b>0</b>
b	Some delay with independence and self-care. Child may struggle to organise self with tasks or self-help that other children, within the same stage of development, are able to achieve independently.	<b>2</b>
c	More than one difficulty in learning which hinders the ability to develop self-help and independence, e.g. in the area of receptive language, attention/concentration, organisation, sequencing. May have some problems generalising learned skills.	<b>3</b>
d	Problems with processing information due to specific difficulties with perceptual awareness, generalising or accessing memory, which severely hinders the ability to develop self-help and independence. May show little self-directed motivation.	<b>5</b>
e	Significant difficulty learning self-help skills which other children easily assimilate and generalise. Likely to struggle to follow basic self-help routines without high levels of structure and specific teaching.	<b>6</b>
f	Attention is so restricted that it must be focused and sustained by others. May have average or above average general learning ability but extreme difficulty developing self-help and independence.	<b>10</b>

g	Functioning at development levels significantly below the expected stage in the most areas.	<b>12</b>
Comments/evidence		Child or Young Person's Score

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

		<b>Score</b>
<b>Criterion 1</b>	<b>Communication and Language</b>	
<b>Criterion 2</b>	<b>Social Understanding and Interaction</b>	
<b>Criterion 3</b>	<b>Rigidity of Thought and Behaviour</b>	
<b>Criterion 4</b>	<b>Sensory Differences</b>	
<b>Criterion 5</b>	<b>Motor Development</b>	
<b>Criterion 6</b>	<b>Emotional Regulation</b>	
<b>Criterion 7</b>	<b>Independence and Self-Care</b>	
<b>Criterion 8</b>	<b>Impact on Access to Learning and the Curriculum</b>	
		<b>Child or Young Person's Total Score</b>

Completed by:

<b>Specialist Advisory Teacher/ HLTA</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
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1. In Early Years Settings, where children meet the criteria for support but are not attending full time, funding will be provided on a pro-rata basis.
2. 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 75 of the Eligibility Criteria. In these circumstances consideration will 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 - Early Help)	17 - 27
Band 3 - (Severe SEND – EHCP)	28 - 43
Band 4 - (More Severe SEND)	44 - 60
Band 5 - (Profound SEND)	61 - 74
Band 6 - (Exceptional SEND)	(N.B. See point 2. above) 75 +

### Identified Additional Condition/s

Identified Additional Condition/s	Yes	No	Comments
Cognition and Learning - as identified by CPS			
Physical/Medical			
Sensory – B/VI			
Sensory – D/HI			
SEMH			