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Summary of needs for School Age Autism Assessment Pathway

Please send electronic version to: wwl-tr.aschubreferrals@nhs.net

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| Childs Name:DOB:Address:Postcode:Telephone number:Email address:Ethnicity: | Education setting:Telephone number:Key contact person: |

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| Summary of child’s needs: Please use the prompts provided and add in any other relevant information: |
| **ATTAINMENT** |
| * *Tracking data information which indicates whether working within expected levels.*
* *Information about which areas of the curriculum are strong and which are weaker*
* *Information about preferred learning styles and response to intervention*
 |
| **LANGUAGE SKILLS** |
| * *Information around both receptive and expressive language skills*
* *Ability to follow instructions*
* *Prosody – rate, intonation, pitch*
* *Repetitive/stereotypical speech*
 |
| **ATTENTION SKILLS AND CONCENTRATION** |
| * *Attention span/distractibility/ forgetfulness*
* *Ability to sit still during whole class/group/individual work*
* *Frequency of fidgeting/standing up/wandering around*
* *Frequency of interrupting others/shouting out*
 |
| **ORGANISATIONAL SKILLS** |
| * *Ability to organise, plan and complete work in school*
 |
| **FLEXIBILITY** |
| * *Response when faced with planned change*
* *Response when faced with unexpected change*
* *Information about routines and/or repetitive interests*
* *Ability to cope with other people ‘breaking rules’*
 |
| **SOCIAL COMMUNICATION SKILLS** |
| * *Ability to engage in two-way conversation*
* *Ability to pick up on social cues*
* *Understanding of social rules*
* *Use of eye contact*
 |
| **SOCIAL INTERACTION SKILLS** |
| * *Response to name/praise*
* *Ability to take turns/share*
* *Information about how, and who, they approach*
* *Response to approach from other people e.g. toleration of others joining their play*
 |
| **PLAY SKILLS** |
| * *Where/how spend break and lunchtimes*
* *Ability to engage in pretend play*
* *Unusual interests/ preoccupations*
* *Is there any repetitive play?*
 |
| **BEHAVIOURS** |
| * *Attention span/ distractibility/ forgetfulness*
* *Fidgeting/ standing up/ wandering around/ doodling/fiddling/exaggerated movements.*
* *Interrupting others/ shouting out/ doing things without thinking*
* *Ability to follow instructions*
* *Organisational skills*
* *Behaviour towards other children and teachers*
* *Do they fixate on any particular object/ subject.*
* *Do they have any motor movements that are unusual.*
* *Do they line toys up or flipping objects.*
* *Do they repeat phrases or words.*
 |
| ***FLEXILITY OF THOUGHT***  |
| * *Do they have a need for routine / need to take same route?*
* *Do not like change / difficulties with transitions.*
* *Do they have a varied diet?*
 |
| **SENSORY NEEDS** |
| * *Are there any issues arising around noise, crowds, food?*
* *Are there any issues arising with textures, adverse response to specific sounds?*
* *Excessive smelling or touching of objects.*
* *Fascination with lights or movement.*
 |
| **SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)** |
| * *Are there any SEMH concerns?*
* *Have there been any exclusions?*
 |
| **MOTOR SKILLS** |
| * *Information about gross and fine motor skills*
* *Engagement with sports/PE lessons*
 |
| **STRENGTHS** |
| * *List areas of strength*
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| **SUPPORT IN SCHOOL** |
| * *What support has been tried in school?*
* *How long have interventions been in place?*
* *What outcomes have support strategies achieved?*
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| **Social Care involvement, current threshold of need:*****(Please tick)*** |
| Early Help | Child in Need | Child Protection | Looked after Child |
| **Current level of support:*****(Please tick)*** |
| SEND Support | EYAR | EHCP | Resourced Provision |
| **Primary Need:** ***(Please tick)*** |
| C & L | C & I | SEMH | SP |

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| Is there any involvement from the services below: | Yes/No |
| Paediatrics |  |
| CAMHS |  |
| Speech and Language Therapy |  |
| Occupational Therapy |  |
| Physiotherapy |  |
| Startwell |  |
| Social Care |  |
| TESS (Targeted Education Support Service) |  |
| Educational Psychology Service |  |