# Communication and Interaction
## Education Health and Care Needs Assessment (EHCNA) Guidance

**The Special Educational Needs and Disability Code of Practice (Chapter 9.16) allows Local Authorities to develop criteria for deciding whether to undertake a statutory assessment for an EHC plan. The criteria are flexible, adaptable and not applied as a blanket policy. Whilst the criteria are used to support decision making, each case is considered individually. At all times the local authority applies the statutory tests as described in section 36(8) of the Children and Families Act 2014 to determine the appropriateness of a request for an EHC assessment of need.**

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| **CI 1** | Despite graduated school support, the pupil requires higher level specialist resourcing which is different from and additional to the SEN core offer, to access the full curriculum. |
| **SLCN** | |
| **CI 2** | Receptive and expressive language skills within the 1st and 2nd percentiles indicating a severe language delay or disorder. |
| **CI 3** | Significant difficulties understanding others. |
| **CI 4** | Significant difficulties communicating their thoughts and ideas with others. |
| **CI 5** | Significant interaction difficulties as a result of their speech and language communication challenges. |
| Autistic Spectrum Disorder: **ASD** | |
| **CI 6** | High levels of social isolation which prevents the establishment of consistent relationships with peers and /or adults. |
| **CI 7** | Highly atypical behaviours such as obsessive, challenging or withdrawn to the extent that it prevents their inclusion in a well planned and supported curriculum. |
| **CI 8** | Consistently unable to adapt to changes in routines in well planned time tables including highly differentiated class/subject teaching. |
| **CI 9** | Significant difficulties with social interaction |

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| CI 10 | Presentation of high levels of anxiety associated with ASD that prevents access to curriculum and engagement with peers. |
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| CI 11 | Problems with language communication and imagination that impacts on engagement with peers and adults |

Supporting evidence will include:-

| Assessment, Planning and Review | |
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| CI12 | Evidence that over time regular TACs have been held with the family/carers and external professionals (meetings between school and parents do not constitute a TAC but can be appended to next TAC). Action plans have been implemented and evaluated. |
| CI 13 | It is likely that there will professional input such as SALT, Advisory Teachers; Educational Psychologists; social worker; CAMHS workers etc has been on a regular basis. |
| CI 14 | It is likely that there has been a successive programme of advice in relation to communication and interaction /Autism from external agencies implemented over time |
| CI 15 | Systematic monitoring of students progress show that the interventions and provision is having a limited impact. |
| Grouping for Teaching | |
| CI 16 | The school SEND offer is clear and accessible to all students parents/communities |
| CI 17 | The pupil has access to considerable additional targeted teaching in small groups or individually for the significant part of each day. |
| CI 18 | The extent of additional and different organisation required is in excess of what would normally be made from school provision through the graduated response i.e. is within the higher needs bracket above 15 hours support per week |
| CI 19 | Some pupils may have needs that are better met through more specialist provision such as SALTIS, advice from Outreach service, advisory teacher (ASD) service or educational psychology service |
| Curriculum and Teaching Methods | |

| CI 20 | Curriculum access through the usual mainstream groupings may not be appropriate for most areas of the academic curriculum. |
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| CI 21 | Extensive individualised programmes will be required to support the pupil's social and emotional, communication and sensory needs. |
| CI 22 | This may involve the use of autism-specific teaching techniques or alternative communication methods supported by appropriate equipment and materials. This should include Autism Environment Audit. |
| CI 23 | Teaching interventions will be part of a multidisciplinary approach e.g. SALT, OT. Programmes may include:- Language Steps, Language Land, Listen with Lucy, Teaching Talking, Secondary Talk, Build to Express, Social Stories. |
| **Human Resources** | |
| CI 24 | There is strong evidence that there is a whole school approach to meeting the needs of the pupil with communication and interaction difficulties / Autism i.e. Autism policy; strategic aims; development of in-house provision; commitment to training in this area. |
| CI 25 | The SENCo should lead on assessment, planning and evaluation in liaison with pastoral staff and external professionals |
| CI 26 | Teachers/TAs with additional qualifications in SEND and experience of working with pupils with social communication difficulties or Autism are likely to be involved in providing for the pupil. |
| CI 27 | There is consistent active parent/carer involvement in programmes offered to support them and their child e.g. EarlyBird, EarlyBird Plus, Cygnets |
| CI 28 | Opportunities for parents to access parent support groups. e.g. PODs, STAR Group, |