

Communication and Interaction

Education Health and Care Needs Assessment (EHCNA) Guidance

<p>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.</p>	
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 1 st and 2 nd 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CI 7	Highly atypical behaviours such as obsessive, challenging or withdrawn to the extent that it prevents their inclusion in a well planned and supported curriculum.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
CI 10	Presentation of high levels of anxiety associated with ASD that prevents access to curriculum and engagement with peers.
CI 11	Problems with language communication and imagination that impacts on engagement with peers and adults

Supporting evidence will include:-

Assessment, Planning and Review	
CL 12	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	There is clear evidence that the level of professional input such as SALT, Advisory Teachers; Educational Psychologists; social worker; CAMHS workers etc has been on a regular basis.

CI 14	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.
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,