

## **SEND Support Service September 2018**

### **Eligibility Criteria for children/young people aged 5 – 19 yrs**

Below is a list of descriptions of need and behaviours. Please look at this eligibility criteria and decide if your child/young person has these significant needs in **three areas**. If so, a request for our involvement may be appropriate.

You will be asked on the online form to state which needs your child/young person has and to provide supporting information to evidence these needs. It is important that you evidence the child's/ young person's needs on your referral, as a lack of information may result in a delay in your request for our involvement or a decision that the child may not be eligible.

If your child/young person is not showing needs in **three areas**, a referral to our service is unlikely to result in individual contact and support should be sought from professionals already known to your young person e.g. GP, or School.

Additional priority for allocation **may** be given to children/young people who meet any of the following... please supply this information on the online form:

- Those who have a social worker
- Those who are at risk of exclusion from their education provision
- Those who are on reduced timetables in their education provision
- Looked After Child/young person (or those previously Looked After)

If the SEND Support Service have been involved with the child/young person in the previous 6 months, we are unlikely to accept a further request for our involvement at this time.

The eligibility criteria for the SEND Support Service is based on need, not diagnosis. Each referral needs to give evidence that the child / young person has significant needs in **three areas** from the lists below.

If a child/young person is eligible **and** their needs are impacting significantly on family functioning, it is possible that the service offered by the SEND Support Service may be the allocation of an Early Help Caseworker who will act as a Lead Professional for an Early Help Assessment.

More information on Early Help Assessments can be found <http://www3.northamptonshire.gov.uk/early-help-assessment>

<b>Cognition and Learning</b>	
Severe delay meeting, or loss of, milestones	
May have difficulties with other areas e.g. motor skills, organisation skills, sequencing, visual and / or auditory perception, social or emotional skills	
Evidence that the child / young person has significant difficulties retaining concepts over time	
The gap between the student's performance and that of his / her peers is significantly wider than would be normally expected for students of his / her age	
Evidence of persistent repetitive play, restricted interests and severe difficulties in imaginative play	
Unable to sustain activities without significant, consistent adult attention and intervention	
Revision of the differentiated classroom provision for the student's education has not resulted in the expected progress towards achieving learning, pastoral and social interaction targets	
<u>Evidence</u> of high priority having to be given to the student's behaviour in the planning of most classroom activities and the organisation of his / her learning environment	
Student may show underachievement in a number of curriculum areas, not predicated by reference to his / her general ability	

<b>Communication and Interaction</b>	
Has significant difficulty understanding verbal instructions, and explanations require simplification and visual or experiential support	
Literal use or interpretation of speech, rigidity and inflexibility of thought processes, resistance to change, solitary play and highly – focussed interests, resulting in significant difficulty engaging at home or in school and accessing the curriculum	
Impaired social development and rigidity of behaviour and thought, leading to severe difficulties in functioning	
Difficulty processing and retaining verbal communication and or / difficulty understanding body language, facial expression and gesture, leading to significant impact on the child / young person’s ability to interact	
Responses to verbal and non – verbal communication are frequently inappropriate	
Requires intensive support to manage alternative and / or supplementary communication systems	
Significant difficulties in using language for learning and / or social interaction, although other areas of expressive language appear to be age – appropriate	
Student has limited understanding of what is said or signed ( age and first language to be taken into account )	
There is a significant discrepancy between the student’s expressive language and verbal comprehension skills, or between his / her language and cognitive abilities	
No understanding of social boundaries in play or other activities including social interaction	

**Physical / Medical and Sensory**

Has a chronic condition, potential degenerative condition, newly acquired condition or has special educational needs in addition to physical needs	
Has significant sensory processing difficulties which impact on behaviour, attention and coordination	
Severe inability to process and integrate sensory information which impacts on the student's ability to organise sensations from the body and the environment which manifests difficulties in performance and understanding	
Severe difficulties with the ability to function independently in the school environment and everyday life	

<b>Social Emotional and Mental Health</b>	
Inability to understand social rules and expectations of acceptable behaviour in regards to puberty , sexualisation and communication and interaction	
May be withdrawn and isolated, generally seeking too little adult attention with limited or selective communication and may not communicate feelings	
Severe and persistent levels of anxiety requiring intensive support to enable emotional regulation	
The student can exhibit highly atypical behaviour: obsessive, challenging and / or withdrawn behaviours. Has inappropriate use of language , abnormal responses to sensory experiences and signs of distress requiring significant adjustments	
Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement	
Persistent difficulties regulating own emotions and recognising those of others hence has an inability to form relationships leading to extreme isolation and disengagement	
Extreme responses to, and inability to, engage with any formal learning situations	
Difficulties with interpersonal communication or relationships, reluctant to share, reluctant to participate in social groups, distracts other students, careless with learning materials and unwillingness to acknowledge or accept responsibility for his / her actions	
May have suffered from acute trauma or abuse which renders them extremely vulnerable, impacting on development. Needs a high level of multi- agency involvement over a sustained period	

Takes physical risks in situations that have potential to harm. Reasonable force is often necessary to safeguard the student and others	
Student may exhibit difficult – to – manage behaviour in a variety of learning and / or social settings within the school	
High levels of anxiety are beginning to impact negatively on attendance (below 85%)	