

Eligibility Criteria SEND Support Service September 2018

For children aged 0-4 years

The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with a wide range of Special Educational Needs and/or Autism, aged 0-19 years.

We have defined the following eligibility criteria to ensure that our service is targeted to those children and young people most in need.

The eligibility criteria is linked to NCC SEND Descriptors for education which can be found by clicking on this link [SEND Descriptors](#)

There are 2 sets of eligibility:

- 0 - 4 years
- 5 - 19 years (see separate document).

For children aged under 2, they must be showing 1 area of need out of 5 areas and for those aged 2-4, the child must have needs in 2 out of 5 areas– see below

Our service is not a service based on diagnosis and each referral will need to evidence the child's needs.

Additional priority for allocation will be given to children who meet any of the following and you are requested to 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

N.B. If the child is “looked after” by the local authority, this will count as an eligible need and if the child also presents with needs linked to social, emotional and mental health (see below) access to the county's Educational Psychology service will be provided. Access to the SEND Support Service may also be secured if the child has any other additional needs, not necessarily relating to the child's social, emotional and mental health.

Below is a list of descriptions or behaviours, if the child is demonstrating any of these, a request for our involvement may be appropriate. Please look at the list and the criteria and decide if the child has these needs. You will be asked on the online form to state which needs the child has and to provide supporting information/evidence

If the child is not showing these needs, a referral to our service is unlikely to result in individual contact and support should be sought from professionals already known to the child e.g. GP, Health Visitor, nursery, Children's Centre

For children aged under 2 years

Listed below are descriptions of needs or behaviour that the child may be showing. Please consider this list and if the child is showing a need in any of these areas, please do feel free to contact us.

- More than 6 months delay in **any area of development**
- Moderate severe or profound hearing loss impacting on development and has been prescribed hearing aids
- Moderate, significant or very significant visual loss, impacting on development. Support required for mobility and life skills
- Moderate or severe multi-sensory impairment with impact on development e.g. hearing and visual impairment.
- Physical and / or medical difficulties that require extensive equipment, close monitoring and/or high levels of adult support
- An identified specific need that you have been advised is likely to need ongoing specialist input

For children aged 2-4 years

2 areas of need from the 5 listed below will need to be evidenced on the online referral form:

- **Play, Cognition and Learning**
- **Communication**
- **Interaction**
- **Sensory and /or physical needs**
- **Social, Emotional and Mental Health**

We have listed below, some areas of specific need that might present under each category. These lists are not exhaustive although may be useful for you to consider when referring.

Sensory and / or Physical Needs

This includes:

- Moderate, severe or profound hearing loss impacting on development, wears prescribed hearing aid (s)
- Moderate or severe visual loss impacting on development. Support required for mobility and self-help skills
- Moderate or severe multi-sensory impairment with impact on development e.g. hearing and visual impairment.
- Physical / medical difficulties that require varied and / or specialist equipment, adapted resources and / or high levels of adult support and monitoring
- Physical independence is impaired and requires input from relevant professionals
- High levels of adult support for self-care needs
- Severe medical difficulties that require controlled medication and intensive intervention throughout the day
- Physical / medical difficulties that put the safety and well-being of the child at severe risk and require intensive monitoring
- Continuous loss of physical skills

N.B. If the child is showing ONLY a need in the physical / sensory area, a referral to other teams including Physiotherapy or Sensory Impairment Service may be more appropriate in the first instance

Communication

This includes:

- Expressive and receptive language significantly or severely delayed or disordered requiring support from SALT
- Additional or intensive support required to teach and manage alternative communication systems
- Loss of previously demonstrated communication skills (spoken or signed)
- Limited understanding of what is said or signed (age and first language taken into account)

N.B. If the child is showing **ONLY** a need in speech and language, a referral to a Speech and Language therapist may be more appropriate in the first instance

Interaction

This includes:

- Significant, persistent or severe difficulties following social norms, e.g. eye contact, turn taking
- Significant and persistent difficulties or inability to form relationships evidenced by lack of or no recognition of self or others
- Significant difficulties or no understanding of social boundaries in play or other activities
- Significant, persistent difficulties or inability to tolerate social interaction
- Actively withdraws over a period of time
- Significant, frequent or severe high levels of anxiety at times of change and / or difficulties in regulating emotions
- Frequent, significant or severe difficulties in following adult directed activities
- Activities remain at sensory motor, self-stimulatory level and / or are self-absorbed / repetitious to the exclusion of other activities

Play, Cognition and Learning

This includes:

- Developmental delay in milestones of, approximately:

Under 3 years old – more than 6 months delay
3 years old + – more than 12 months delay
4 years old + – more than 18 months delay

Use best fit model with regard to the EYFS Development Matters age/stage bands and chronological age and /or other developmental checklists e.g. Portage & SEND Early Years Developmental Profile
- Difficulties in retaining concepts over time
- Child losing skills
- Significantly or severely restricted play
- Frequent repetitive play, restricted interests and significant or severe difficulties with imaginative play
- An identified specific need that you have been advised is likely to need ongoing specialist input

Social, Emotional and Mental Health

This includes:

- Significant and persistent separation difficulties
- Severe attachment difficulties affecting development e.g. attachment to key carers not securely established
- Reluctance to engage in activities by withdrawing or challenging behaviour or unable to sustain activities without significant, consistent adult attention and intervention

- Significant, frequent, persistent, unpredictable, unusual and / or demanding behaviours which may affect child or others safety and require adult intervention
- Significant, severe or persistent difficulties in turn taking and social interaction
- Persistently presents a danger to self and others and destroys materials.
- Totally withdrawn from activities over a period of time and severe changes in behaviour and play – frequent high anxiety levels
- Significant concerns raised re; poor growth, weight change, social, mental and emotional health that require advice from other agencies and are impacting on development
- Child may have suffered from acute trauma or abuse which renders them extremely vulnerable and is impacting on development. Needs a high level of multi-agency involvement over a sustained period