**Threshold Criteria for Requesting an Education, Health and Care Needs Assessment**

***Please complete and return one the questionnaire/checklist which relates to child or young person’s primary area of need (PAN) or area which is most impacted by their PAN***

|  |
| --- |
| **Communication & Interaction** |
| 1a | Communication & Interaction Questionnaire (CIQ) | P2-5 |
| 1b | Scoring guidance for CIQ | P6-7 |
| **Cognition & learning**  |  |  |
| 2 | Cognition and Learning Grid | P8-9 |
| **Social, Emotional and Mental Health**  |
| 3a | Social, Emotional and Mental Health Questionnaire (SEMHQ) | P10-11 |
| 3b | Scoring guidance for SEMQ | P12 |
| **Physical and Sensory** |
| 4a | Physical Disability Checklist | P13-14 |
| 4b | Visual Impairment Checklist  | P15 |
| 4c | Hearing Impairment Checklist | P16 |
| 4d | Multi-sensory Impairment Checklist | P17 |

**1a Communication & Interaction Questionnaire (CIQ) for school aged children / young people**

***PLEASE NOTE APPLICATIONS FOR PRE-SCHOOL CHILDREN DO NOT COMPLETE THIS QUESTIONNAIRE BUT SUBMIT A SUITABLE ALTERNATIVE E.G. TEACHING TALKING, AET PROGRESSION FRAMEWORK, SCERTS***

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school’s link EP. It would be expected that the school’s SENCO would contribute to this process. Rating observed behaviour is a subjective exercise but, as a rule of thumb:

* Not at all = the behaviour has never been observed (or has only been observed on one or two occasions over a period of time)
* Rarely = the behaviour is less than weekly
* Sometimes = the behaviour is observed weekly
* Often = the behaviour is observed daily

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child’s Name: | DOB: | Date: | Completed by: | Link EP |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Sometimes** | **Often** |
| ***Social Communication***  | **0** | **1** | **2** | **3** |
| 1. Follows verbal instructions in 1:1 setting.
 |  |  |  |  |
| 1. Follows verbal instructions in small group setting.
 |  |  |  |  |
| 1. Follows verbal instructions in whole class setting.
 |  |  |  |  |
| 1. Takes turn in conversations.
 |  |  |  |  |
| 1. Initiates conversation.
 |  |  |  |  |
| 1. Changes topic of conversation.
 |  |  |  |  |
| 1. Maintains an appropriate conversation.
 |  |  |  |  |
| 1. Shows awareness of the listener’s needs.
 |  |  |  |  |
| 1. Gives appropriate non-verbal signals as a listener.
 |  |  |  |  |
| 1. Changes the topic or style of a conversation to suit the listener.
 |  |  |  |  |
| 1. Changes appropriately the volume and tone of voice.
 |  |  |  |  |
| 1. Recognises and responds to non-verbal cues, for example, a frown.
 |  |  |  |  |
| 1. Understands implied meanings.
 |  |  |  |  |
| 1. Tells or writes an imaginative story.
 |  |  |  |  |
| 1. Relates a sequence of events.
 |  |  |  |  |
| 1. Gives a simple sequence of instructions.
 |  |  |  |  |
| **Total Score** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Sometimes** | **Often** |
| **Social Interaction**  | **0** | **1** | **2** | **3** |
| 1. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.
 |  |  |  |  |
| 1. Uses gesture, body posture, facial expression and eye-to-eye gaze in group interaction.
 |  |  |  |  |
| 1. Follows social cues in 1:1 situation with adults.
 |  |  |  |  |
| 1. Follows social cues in 1:1 situation with other children.
 |  |  |  |  |
| 1. Follows social cues in group interaction.
 |  |  |  |  |
| 1. Shares an activity with other children.
 |  |  |  |  |
| 1. Shares an activity with an adult.
 |  |  |  |  |
| 1. Develops peer friendships.
 |  |  |  |  |
| 1. Offers comfort/affection to others.
 |  |  |  |  |
| 1. Shares in others’ enjoyment/pleasure.
 |  |  |  |  |
| 1. Imitates other children.
 |  |  |  |  |
| 1. Imitates adults.
 |  |  |  |  |
| 1. Shows different responses to different people in different situations.
 |  |  |  |  |
| 1. Responds appropriately to social praise.
 |  |  |  |  |
| 1. Responds appropriately to criticism.
 |  |  |  |  |
| **Total Score** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Sometimes** | **Often** |
| ***Social Imagination and Flexible Thinking*** | **0** | **1** | **2** | **3** |
| 1. Has varied interests.
 |  |  |  |  |
| 1. Changes behaviour according to the situation.
 |  |  |  |  |
| 1. Accepts changes in rules, routines or procedures.
 |  |  |  |  |
| 1. Plays imaginatively when alone.
 |  |  |  |  |
| 1. Plays imaginatively with others.
 |  |  |  |  |
| 1. Accepts others’ points of view.
 |  |  |  |  |
| 1. Generalises learning.
 |  |  |  |  |
| 1. Transfers skills across the curriculum.
 |  |  |  |  |
| 1. Plans an event or task.
 |  |  |  |  |
| 1. Suggests possible explanations for events.
 |  |  |  |  |
| 1. Uses inference and deduction.
 |  |  |  |  |
| Total Score |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Sometimes** | **Often** |
| ***Receptive Language***  | **0** | **1** | **2** | **3** |
| 1. Listens 1-1.
 |  |  |  |  |
| 1. Listens in a small group.
 |  |  |  |  |
| 1. Listens in classroom context without visual cues.
 |  |  |  |  |
| 1. Follows instructions to carry out an activity step by step without visual cues.
 |  |  |  |  |
| 1. Is able to retain information from one lesson to another.
 |  |  |  |  |
| 1. Shows understanding of an age-appropriate story/text told to a large group of pupils.
 |  |  |  |  |
| 1. Shows understanding of where/when/how questions.
 |  |  |  |  |
| 1. Shows ability to predict outcomes.
 |  |  |  |  |
| 1. Shows ability to make inferences.
 |  |  |  |  |
| 1. Understands abstract concepts of time and sequence.
 |  |  |  |  |
| 1. Shows an appropriate understanding of words.
 |  |  |  |  |
| 1. Can understand how words are linked in categories.
 |  |  |  |  |
| Total Score |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Sometimes** | **Often** |
| **Expressive Language**  | **0** | **1** | **2** | **3** |
| 1. Uses intelligible connected speech.
 |  |  |  |  |
| 1. Uses familiar vocabulary appropriately.
 |  |  |  |  |
| 1. Uses phrases and statements to comment on ongoing activities.
 |  |  |  |  |
| 1. Finds words and joins them together with appropriate word order.
 |  |  |  |  |
| 1. Uses appropriate grammatical structures, taking into account local dialect.
 |  |  |  |  |
| 1. Recalls and describes in sequence activities that have been recently completed.
 |  |  |  |  |
| 1. Asks appropriate questions to obtain information.
 |  |  |  |  |
| 1. Gives meaningful instructions.
 |  |  |  |  |
| 1. Tells/retells a story or imagined events in chronological order
 |  |  |  |  |
| 1. Contributes to discussion about behaviour or feelings in different situations.
 |  |  |  |  |
| 1. Gives an explanation of why events occur and predicts alternative endings or outcomes.
 |  |  |  |  |
| 1. Uses language appropriately in a variety of situations.
 |  |  |  |  |
| 1. Contributes to discussion about behaviour or feelings in different situations.
 |  |  |  |  |
| 1. Uses intelligible connected speech.
 |  |  |  |  |
| 1. Uses familiar vocabulary appropriately.
 |  |  |  |  |
| **Total Score**  |  |

**1b.To meet the threshold criteria for communication and interaction the child must meet the threshold in at least one of the areas. Please fill in the following table (use the threshold scoring guidance on P18 to help you).**

|  |  |  |
| --- | --- | --- |
| **Scale** | **Score** | **Please ✓ if meets the criteria**  |
| Social Communication |  |  |
| Social Interaction |  |  |
| Social Imagination and Flexible Thinking |  |  |
| Receptive Language |  |  |
| Expressive Language |  |  |

**The child’s primary need may be related to communication and interaction but they not meet the criteria in this area and the impact of their need met the criteria elsewhere. Please indicate if:**

|  |  |
| --- | --- |
|  | Y/N |
| The child or young person meets the criteria set out in the cognition and learning grid (please attach if applicable) |  |
| The child or young person meets the criteria set out in the SEMHQ (please attach if applicable) |  |

|  |
| --- |
| **Please ensure that this form is returned as part of the supporting evidence for children who have communication and interaction difficulties**  |

 **Communication and Interaction Questionnaire (CIQ) Threshold Scoring**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Social Communication** | **Social Interaction** | **Social Imagination** | **Receptive Language** | **Expressive Language** | **Cognition and Learning** | **Emotional Regulation** |
| **End of Foundation Stage** | 0 – 5 points | 0 – 5 points | 0 – 2 points | 3 points or less | 3 points or less | Working towards EYFS1 levels. Development at half chronological age | Meets the criteria set out in the SEMHQ |
| **End of KS1** | 5 points or less (where all ticks fall in the ‘not at all’, ‘rarely’ or ‘sometimes’ columns) | 5 points or less (where all ticks fall in the ‘not at all’, ‘rarely’ or ‘sometimes’ columns) | 2 points or less (where all ticks fall in the ‘not at all’ or ‘rarely’ columns) | 7 points or less | 11 points or less | At or below 1st centile speakingWorking at P6 or below | Meets the criteria set out in the SEMHQ |
| **End of KS2** | 15 points or less | 15 points or less | 10 points or less (where all ticks fall in the ‘not at all’, ‘rarely’ or ‘sometimes’ columns) | 21 points or less | 23 points or less | At or below 1st centileWorking at Level 1/Year 1 or below | Meets the criteria set out in the SEMHQ |
| **End of KS3/4** | 22 points or less | 22 points or less | 12 points or less (where all ticks fall in the ‘not at all’, ‘rarely’ or ‘sometimes’ columns) | 24 points or less | 28 points or less | At or below 1st centileWorking at Level 2/Year 2  | Meets the criteria set out in the SEMHQ |

**2. Threshold Criteria Grid for Statutory Assessment of Children with Learning Difficulties**

###### To meet the criteria for statutory assessment children should be working at or below the attainment levels listed below. The criteria refers to P-Levels, the old National Curriculum levels (which not all schools are using) and year group equivalents. If you are not using NC levels on the referral form please translate your assessment to year group equivalent.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year group** | **Criteria for Cognition and Learning Difficulties** | **Child / young person’s current levels** | **Does the child / young person meet the criteria? Please ✓ if applicable** |
| Pre- School  | Development assessed as less than half their chronological age according to developmental profiles (please attach) |  |  |
| R | Working towards early year foundation Stage Learning Goals. 2 or more years below chronological age according to developmental profiles  |  |  |
| Y1 | P6 or below |  |  |
| Y2 | P7 or below |  |  |
| Y3 | P8 or below |  |  |
| Y4 | P 8 – 1c |  |  |
| Y5 | Level 1c (equivalent of the beginning of Year 1)  |  |  |
| Y6 | Level 1c/1b (equivalent of beginning/middle of Year 1) |  |  |
| Y7 | Level 1a (equivalent of end of Year 1) |  |  |
| Y8 | Level 2c in core subjects (equivalent of beginning of Year 2) |  |  |
| Y9 | Level 2b (equivalent of beginning of Year 2) |  |  |
| Y10 | Level 2a (equivalent to end of Year 3) |  |  |
| 16 years and above (to 24) | On entry to college, where a young person will require additional time, in comparison to the majority of others the same age, to complete their education or training. There is no requirement for an EHC plan for a young person to be able receive top-up funding unless the young person is over 19. |  |

**The child’s primary need may be related to cognition and learning but they not meet the criteria in this area and the impact of their need met the criteria elsewhere. Please indicate if:**

|  |  |
| --- | --- |
| **Criteria** | **Y/N** |
| The child or young person meets the criteria set out in the CIQ (please attach if applicable) |  |
| The child or young person meets the criteria set out in the SEMHQ (please attach if applicable) |  |

|  |
| --- |
| **Please ensure that this form is returned as part of the supporting evidence for children who have communication and interaction difficulties**  |

**3a. Social, Emotional and Mental Health Questionnaire (SEMHQ) for School aged children / young people**

***PLEASE NOTE APPLICATIONS FOR PRE-SCHOOL CHILDREN NEED NOT FILL IN THIS FORM BUT PROVIDE EVIDENCE (E.G OBSERVATION NOTES; BEHAVIOUR ANALYSIS, DEVELOPMENTAL CHECKLIST) THAT THE CHILD HAS SIGNIFICANT AND COMPLEX EMOTIONAL REGULATION NEEDS***

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school’s link EP. It would be expected that the school’s SENCO would contribute to this process. Rating observed behaviour is a subjective exercise but, as a rule of thumb:

* Not at all = the behaviour has never been observed (or has only been observed on one or two occasions over a period of time)
* Rarely = the behaviour is less than weekly
* Sometimes = the behaviour is observed weekly
* Often = the behaviour is observed daily

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child’s Name: | Date of Birth: | Date: | Completed by: | Link EP  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Observed Behaviour | **Not at all** | **Rarely** | **Some- times** | **Often** |
| **0** | **1** | **2** | **3** |
| 1. **Is able to tolerate demands given by adults**

For example, responds to teacher/practitioners demonstrating age appropriate understanding of behavioural expectations. Does not interrupt or deliberately annoy, does not show verbal aggression. |  |  |  |  |
| 1. **Is able to cooperate with peers**

For example, interacts with other children/young people demonstrating age appropriate understanding of expected behaviour and does not lash out verbally or physically  |  |  |  |  |
| 1. **Seeks attention appropriately**

For example, behaves in ways warranted by the classroom/setting activity and age. Does not seek high levels of attention through inappropriate behaviour |  |  |  |  |
| 1. **Manages behaviour when anxious/frustrated/disappointed**

For example, is able to employ calming strategies or allow an adult to help them regulate and not react in an aggressive or destructive manner  |  |  |  |  |
| 1. **Is emotionally well-regulated and shows self-control**

For example, moods remain relatively stable. Is patient, not easily flustered, is able to maintain emotional regulation |  |  |  |  |
| 1. **Is socially aware**

For example, interacts appropriately with others, is not a loner or isolated, reacts to social situations in an age appropriate manner |  |  |  |  |
| 1. **Is happy**

For example, has fun when appropriate, smiles, and laughs and shows enjoyment in preferred activities  |  |  |  |  |
| 1. **Is confident**

For example, has good self-esteem, does not fear failure, is happy to try new things |  |  |  |  |
| 1. **Has empathy**

For example, is tolerant of others, shows understanding and sympathy, and is considerate at an age appropriate level |  |  |  |  |
| 1. **Is attentive and has an interest in schoolwork/activities**

For example, not easily distracted, is able to focus on appropriately differentiated tasks  |  |  |  |  |
| 1. **Can work in a group**

For example, takes part in discussions, contributes readily to group tasks, listens well in groups, and works collaboratively at an age appropriate level |  |  |  |  |
| **Total Score** |  |

|  |
| --- |
| **3b. Threshold Criteria - The Child or young person must meet at least one of the following criteria**  |
| **Criteria**  | **Please ✓ if meets the criteria** |
| Scores 0 or 1 on questions 1-5 of the SEMQ |  |
| Scores 15 points or less on all questions in the SEMHQ |  |
| **The child** or young people with anxiety or other mental health issues who are unable to attend school regularly (less than 50% attendance over 3 terms) ***despite*** a multi-agency intervention being in place |  |
| The child or young person has experienced an acute psychotic or other mental health episode has resulted in in-patient care and a return to mainstream school is unlikely in the medium to long term |  |

**The child’s primary need may be related to social, emotional and mental health but they not meet the criteria in this area and the impact of their need met the criteria elsewhere. Please indicate if:**

|  |  |
| --- | --- |
|  | **Y/N** |
| The child or young person meets the criteria set out in the cognition and learning grid (please attach if applicable) |  |
| The child or young person meets the criteria set out in the CIQ (please attach if applicable) |  |

|  |
| --- |
| **Please ensure that this form is returned as part of the supporting evidence for children who have communication and interaction difficulties**  |

|  |
| --- |
| **Please ensure this form is returned for part of the supporting evidence for children with SEMH difficulties**  |

###### **4a Criteria for Statutory Assessment – Physical Disability Checklist (PDC) for Early Years and School aged children**

###### Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

|  |  |
| --- | --- |
| **Threshold Criteria** The child/young person’s physical impairment has a significant impact on 4 or more of the following areas:  | **Please ✓ if applicable** |
| * mobility
 |  |
| * communication
 |  |
| * independence/personal care needs
 |  |
| * fine motor skills
 |  |
| * interpersonal skills
 |  |
| * curriculum access
 |  |
| * curriculum attainment
 |  |
| * emotions
 |  |
| * social inclusion
 |  |
| * complex health and medical needs (including feeding)
 |  |
| **OR the child meets the criteria because they meet one of the following criteria:** | **Please ✓ if applicable** |
| They have a diagnosis of a degenerative condition and a EHCP needs to be place so that services can respond flexibly and quickly  |  |
| They meet the criteria in the cognition and learning grid (please attach) |  |
| The meet the criteria set out in the SEMHQ (please attach) |  |
| They meet the criteria in the CIQ (please attach) |  |

###### **4b Threshold Criteria for Statutory Assessment – Visual Impairment Checklist (VIC) for Early Years and School aged children**

###### Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support. Exceptional circumstances are included in the threshold criteria.

|  |  |
| --- | --- |
| 1. **Threshold Criteria**

Children or young people will only be considered for statutory assessment if their diagnosed visual impairment is, or is likely to be, ongoing and/or permanent and they have significant, long term implications for access and learning in **five or more** of the following areas: | **Please** ✓ **if applicable** |
| * Concept development
 |  |
| * Communication (verbal and non-verbal)
 |  |
| * Visual skills and strategies
 |  |
| * Mobility and orientation skills
 |  |
| * Inter-personal skills
 |  |
| * Independence
 |  |
| * Curriculum access
 |  |
| * Attainment
 |  |
| * Social and emotional development
 |  |
| **OR the child meets the criteria because they meet one of the following criteria:** | **Please ✓ if applicable** |
| They have a profound visual impairment and require significant support from the point of entry into an early years setting |  |
| They have a diagnosis of a degenerative condition and an EHCP needs to be place so that services can respond quickly and flexibly  |  |
| They have a sudden loss of vision, for example due to head injury or tumor, and require significant support to be provided urgently |  |
| They meet the criteria in the CIQ (please attach) |  |
| They meet the criteria in the cognition and learning grid (please attach) |  |
| The meet the criteria set out in the SEMHQ (please attach) |  |

###### **4c Criteria for Statutory Assessment –Hearing Impairment Checklist (HIC) for Early Years and School aged children**

###### Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support

|  |  |
| --- | --- |
| 1. **Threshold Criteria**

The child or young person must meet at least one of the following criteria:  | **Please ✓ if applicable** |
| * The child or young person’s hearing impairment inhibits their communication skills and they meet the threshold criteria set out in the CIQ for expressive or receptive language (they may using other forms of communication e.g. signing). Please attach.
 |  |
| * The child or young person hearing impairment impacts their ability to access and respond to the curriculum and they meet the threshold criteria set out in the Cognition and Learning Grid (please attach)
 |  |
| * The child or young person has difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration and they meet the threshold criteria set out in the SEMHQ (please attach)
 |  |
| * The child or young person meets threshold set out in the SEMHQ because of emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting (please attach)
 |  |
| * The child or young person needs adapted materials and/or a level of support beyond that which is realistic at SEND support
 |  |

###### **4c Criteria for Statutory Assessment –Multi-Sensory Impairment Checklist (MISC) for Early Years and School aged children**

###### Statutory assessment will only be agreed if the child or young person meets the threshold criteria outlined below and full use has been made of the coordinated intervention available through SEN specialist support

|  |  |
| --- | --- |
| 1. **Threshold Criteria**

The child or young person must meet the five or more of the following criteria, at least one in each of the four headings below:  | **Please ✓ if applicable** |
| * The child or young person’s hearing impairment inhibits their communication skills and they meet the threshold criteria set out in the CIQ for expressive or receptive language (they may using other forms of communication e.g. signing). Please attach.
 |  |
| * The child or young person hearing impairment impacts their ability to access and respond to the curriculum and they meet the threshold criteria set out in the Cognition and Learning Grid (please attach)
 |  |
| * The child or young person has difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration and they meet the threshold criteria set out in the SEMHQ (please attach)
 |  |
| * The child or young person meets threshold set out in the SEMHQ because of emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting (please attach)
 |  |
| * The child or young person needs adapted materials and/or a level of support beyond that which is realistic at SEND support
 |  |