

**COMMUNITY PAEDIATRIC SPEECH AND LANGUAGE THERAPY SERVICE**  
**COMMUNICATION SUPPORT FOR SCHOOL AGED CHILDREN**  
*(For children in reception class upwards)*  
**REFERRAL CRITERIA**

**Referrals will not be considered without the following:**

- Evidence of a graduated response using universal communication strategies for a minimum of 3 months and an outline of progress made
- A fully completed referral form
- Signed consent from an individual who has parental or carer responsibility
- A Solihull GP or accepted link practice GP
- A school aged child with a Birmingham GP who attends a Solihull school – this does not apply to preschool settings

**What to do if there are concerns:**

- Access universal communication strategies (see Signposting Sheet). Keep a record of the child's progress as evidence for a graduated response.
- Consider referring for a hearing test
- Discuss concerns with Class Teacher/ SENCO
- Consider referral to the Specialist Assessment Service if a child presents with communication, interaction and sensory needs. Please include evidence of a graduated response
- Consider referrals to other agencies such as the Specialist Inclusion Support Service. Some referrals need to go through a professional, e.g. Class Teacher or SENCO.
- Teachers and support staff can access learning opportunities through the Specialist Inclusion Support Service to help them support children with communication needs.

**When to refer:**

Refer if:

- The child shows no interest in communication or uses learned phrases without meaning.
- They show no interest in sharing with or copying an adult.
- The child doesn't show any situational understanding, e.g. if they are shown a cup and they don't realise it is time for a drink.
- The child cannot understand longer instructions.
- The child cannot access teaching at an age-appropriate level and needs a high level of support
- They cannot access or follow basic class routine
- The child is not communicating using full phrases, or is only using a small number of words, and the child is becoming frustrated.
- The child is not taking part in pretend play.
- The child is often difficult to understand, even for familiar listeners and the child is becoming frustrated
- The child has developed a stammer.