**Specialist Assessment Service (SAS)**

**Referral Information**

**What is a Graduated Response?**

When completing a referral to the Specialist Assessment Service to request an assessment for possible Autism Spectrum Disorder, we ask for you to demonstrate that a ‘graduated response’ has been put in place for at least two terms (6 months) prior to referral for assessment.

The ‘graduated response’ includes any support that has been offered at home, in school or by other services involved. It can include strategies that parents have introduced at home as well as more formal strategies put in place by professionals.

The following information has been taken from the ‘Autism Toolkit for Primary and Secondary Provision’ 2020 developed by the Specialist Inclusion Support Service (SISS) ASD Team had developed. All Solihull school have access to these toolkits.

**The Graduated Approach.**

As required by the SEND Code of Practice 2014, we should be following a Graduated Approach to support for all pupils who need it. We should see this happening as a matter of course, alongside Quality First Teaching, in all classrooms.

‘The ‘graduated approach’ outlines four types of action that need to be taken for effective support for pupils with SEN to be in place.

They form a cycle where earlier decisions and actions are revisited and revised with the growing understanding of a pupil’s needs and the support that this needed to ensure good progress.

***The four stages of the cycle are:***

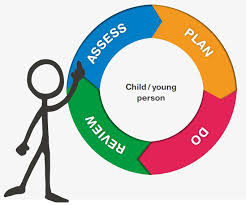
***• Assess***

***• Plan***

***• Do***

***• Review.***

*The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.’ Nasen, 2014.*

[](https://www.google.co.uk/url?sa=i&url=http://complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/All/downloads/m02p065b/response-to-suspected-sen-support-needs.pdf&psig=AOvVaw1ffi5kl12oGBZ5tdL3UqZX&ust=1588331338026000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNCyq7yBkOkCFQAAAAAdAAAAABAF)

You can use the information in this toolkit to help you review and revise your support and interventions for the children you are working with.

Remember to keep a record of what you have done and what you are going to do next, based on your review of the current provision.

**This means we will see clear evidence of;**

* **Your child’s identified needs**
* **The targeted interventions put in place (including dates of when these interventions started and when they stopped)**
* **Review of these targets**
* **Evidence of the impact of this intervention, in terms of the difference it has made.**

We know that all children are different and for some children their needs vary in different settings. Some children experience difficulties with daily life at home but in school they appear to manage the same as their peers, or vice versa. If this is the case please continue to complete the form in full and give as much information as possible about conversations that have taken place and any support introduced. If possible please also include information from other services/professionals involved who may be able to support your referral.

**We need to see evidence that your child experiences difficulties in the areas we would typically associate with a possible Autism Spectrum Disorder (ASD), this includes needs with communication, social interaction, flexibility of thought and behaviour and sensory needs considered to be the 4 key areas of difference.**

**If school need further support in demonstrating this information please refer to;**

* **SISS ASD Toolkits**
* **Autism Education Trust (AET)** [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
* **Solihull Local Offer:** <https://socialsolihull.org.uk/localoffer>

**If a child does not display the same level of need at home and in school then a focussed observation by the ASD Lead in school can be really helpful for the SAS referral. The format for this focussed observation can be found on the AET website.**