

## **Additional Support / Route to Diagnosis – Autism Spectrum Condition and related conditions**

The Cambridgeshire NHS guidance for referrals for assessment for Autism Spectrum Condition and related conditions is detailed below:

### **Minimum information required for all referrals in this pathway:**

- Early Help Assessment (EHA)
- Involvement of the school SENCo
- *Evidence of the school using a graduated response, and following a clear cycle of 'Assess, Plan, Do, Review' with outcome measures of appropriate strategies and interventions used*
- *SEND Service 0-25 reports where involved.*
- Assessment of a child's current academic attainment (see referral form)
- *Relevant information regarding family and social background, Social Care involvement and child protection concerns. This should be included either in the EHA or the referral form*

*We are unlikely to accept referrals if there is no supporting evidence showing the level and complexity of need and no information showing the impact of suitable programmes or strategies implemented over time.*

In order to support these guidelines and following the guidance of Cambridgeshire Child, Adolescent Mental Health (CAMHS) we follow the pathway described below in order to both offer appropriate support to the young person, and to seek a potential diagnosis.

### **Identification of Concern and Initial Profiling**

The first step in the process is to carry out initial profiling and assessments which could include the following dependant on the students need:

- Boxhall Profile – online assessment tool for Social, Emotional and Behavioural Difficulties in young people
- Various profiling assessments to identify any underlying learning needs
- Autism Spectrum Rating Scales (ASRS) a screening tool used to help guide diagnostic decisions, this tool does not provide a diagnosis, but would suggest if further investigation would be valuable.

### **In School Support Plan (Assess-Plan-Do-Review) Minimum 1 term**

- Behaviour Support Plan / Social / Emotional Interventions advised by Boxall Profile and ASRS screening tool.
- Additional interventions (literacy / numeracy support) if required, as advised by the profiling
- Pen Portrait with strategies to support class teaching team
- Possible allocation of Key Worker
- SENCO Collaborative working / planning / networking

### **Involvement of External Agencies / Parental Support**

- In order for CAMHS to consider a referral for assessment they need to see evidence of parental intervention, this takes the form of either attendance on a “Positive Parenting Programme” also known as Triple P parenting course, or the involvement of a family worker. Both options are accessed via the completion of an Early Help Assessment (EHA).
- Educational Psychologist assessment (if appropriate)
- Education and Health Care Plan (EHCP) Application (if relevant).

### **Referral for Diagnosis**

- Neurodevelopmental Conditions: ASD/ADHD/Tourettes/OCD or related - **CAMHS (Child, Adolescent Mental Health Services)**

It is entirely possible that we get to stage 2 and find that this is an appropriate level of support for the young person and decide not to pursue a diagnosis further. In this case we would continue to review and monitor the support in place for the young person on a termly basis and modify as necessary.

If you have any questions or concerns, please contact Susan Kean, SENCO at [susan.kean@astreacottenham.org](mailto:susan.kean@astreacottenham.org).