Children's Services and Skills Directorate
SEND 0-25 Service
Special Inclusion Support Service
Autism Team

Autism Education Trust

Solihull METROPOLITAN BOROUGH COUNCIL

SISS Autism Team - Request for Support Form. September 2021.

Please send this form, with the required evidence attached via email to:
SpecialistInclusionSupportService@solihull.gov.uk

Pupil Name:

Date of Birth:

The pupil has a diagnosis of autism   **YES / NO**

Please describe here the specific barrier to learning currently being experienced *e.g. what is your main concern that you would like support with / what support do you think would be beneficial?*

Please attach evidence of following the **Graduated Approach.**
Show your current provision at Universal, Targeted and Higher Needs, (following the Solihull banding advice and Autism specific strategies).
This is your Assess – Plan – Do – Review cycle.

Example:
1-Evidence of an observation carried out by SENCO/Lead for Autism following concerns raised
2- Strategies implemented following observation using universal/targeted approaches
3- Description/evidence of impact - what impact did this have on the child when used consistently for a period of time?

Please attach evidence of the Needs Based Plan, or One Page Profile, that identifies the pupil's strengths / areas of need, and strategies in place to support the pupil.

Evidence attached of on-going parent and school communication through partnership work e.g. *most recent* minutes from TAF/TAC meetings / regular SEND meetings with SENCo.

Number of Exclusions (Fixed Term and Internal), if applicable.	

Reduced timetable documentation, if applicable   **YES / NO**
Reintegration Plan, if applicable   **YES / NO**
School has parent permission to make the request for support and share information with the Autism SISS Team. **YES / NO**
Completed copies of the Teachers' Views and Parents Views, from the 'All about Me' tool, completed and returned with this form. **YES / NO**

Request submitted by:

Name: _____

Role: _____

Email address: _____

Date request submitted: _____

Teacher / Parent View *(please delete as required)*

==A copy to be completed by teacher and a copy to be completed by parent. Return both completed copies with the Request for Support form.==

Name of Pupil_____   School/ setting_____

1 Find it very difficult	2 Find it quite difficult	3 Find it ok	4 Find it quite easy	5 Find it very easy

Area 1 – How easy or difficult does the pupil find communication

	Speaking about their ideas and thoughts
	Putting their thoughts into writing
	Starting conversations with people they know
	Starting conversations with people they don't know
	Ending conversations
	Understanding what people mean
	Knowing how much information to give in an answer to a question
	Understanding peoples' face expressions and gestures
	Looking people in the eye – eye contact
	Listening for long periods of time

Area 2 – How easy or difficult does the pupil find social interaction

	Recognising their own emotions
	Talking about their own feelings
	Recognising how other people may be feeling
	Making friends
	Keeping friends
	Working in a group
	Recognising faces
	Remembering people's names
	Understanding that they should speak to different people in different ways
	Knowing what is expected of them in different situations

1	2	3	4	5
Find it very difficult	**Find it quite difficult**	**Find it ok**	**Find it quite easy**	**Find it very easy**

Area 3 – How easy or difficult does the pupil find social imagination

	Changing the way they do things
	Coping with sudden change
	Switching from one activity to another
	Predicting what might happen
	Imagining something they have not experienced
	Doing more than one thing at a time
	Making choices
	Learning about things they have no interest in
	Stopping doing something that are really interested in
	Organising themselves

Area 4 – How easy or difficult does the pupil find sensory processing

	Bright lights
	Crowded places
	Loud noise
	Certain materials touching their skin
	Trying new foods
	Sitting still for long periods of time
	Wearing school uniform
	Strong smells
	Keeping their balance
	Blocking out background noise