

## Appendix 4: Request for information – pupil with possible social and communication difficulties

Child's Name:	School:
Date of Birth:	National Curriculum year:
Teacher:	Date of completion:
SENCo:	
SEN stage (Please circle as appropriate):  <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">none</div> <div style="text-align: center;">school action</div> <div style="text-align: center;">school action plus</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">statutory assessment taking place</div> <div style="text-align: center;">statement</div> </div>	
Details of any other agencies or professionals currently involved:	
National curriculum level/SATs results (if appropriate) <div style="display: flex; justify-content: space-between;"> <span>English:</span> <span>Maths:</span> <span>Science:</span> </div>	
Results and dates of any cognitive/ability testing and any recent assessment of basic skills:	

The above pupil at your school is currently being assessed because of concerns about a possible social and communication difficulties. His or her parent(s) have given us permission to contact you and request information about him/her.

We would be grateful if you could provide the details requested above and help us get a picture of this pupil's functioning in the following areas of development.

**Please could you read each of the statements and rate the extent to which they apply to this pupil, referring to the key at the top of the pages. Please feel free to add any additional information or comments in the margins or in the spaces provided. If a statement is not applicable for any reason, please write n/a.**

***This questionnaire should be completed by someone with good knowledge of the youngster, ideally in consultation (if necessary) with a colleague with experience and knowledge of autistic spectrum disorders.***

Social relationships and interaction	Does not apply	Applies somewhat	Definitely applies
1. Shows an interest in interacting and forming relationships with other children.			
2. Approaches to other children tend to be one-sided, clumsy or insensitive.			
3. Plays in a repetitive or inflexible way and/or tendency to control others			
4. Is able to share other people's enjoyment			
5. Has friends			
6. Is able to understand what other people might be thinking or feeling			
7. Can work or play as part of a group			
8. Displays empathy for others – is concerned if they are upset and may offer comfort			
9. Appears to prefer interaction and relationships with adults to spending time with peers			
10. Understands 'unwritten' social rules (such as how close to stand, how to get attention before talking, what level of familiarity is OK etc)			
11. Unusual eye contact			

Please add any other comments about, or give examples of, this youngster's relationships or interaction with adults or peers.

Communication skills	Does not apply	Applies somewhat	Definitely applies
1. Is able to have to and fro conversation with an adult or child on a range of topics			
2. Likes to chat just to be friendly (rather than only when he wants something)			
3. Has persistent favourite topics which he talks about for an unusual amount of time – or which he frequently introduces into conversation			
4. Tends to 'lose' people in conversation – too much detail, sudden change of topic or takes no account of the listener's prior knowledge			
5. Is able to vary the style of his language to suit the situation and audience			
6. Has an unusually monotonous way of talking or an unexpected accent			
7. Uses unusual 'turns of phrase' or repetitive phrases (may include phrases or dialogue from DVDs or TV)			
8. Uses a range of gesture and facial expressions alongside speech			
9. Takes things literally			
10. Does not understand non-verbal cues such as frowns, 'looks' or signals that someone is joking			
11. Is able to attend to and understand extended instructions, explanations etc in group or class setting			

Please add any other comments about, or give examples of, this youngster's understanding and communication.

Flexibility of thinking and behaviour	Does not apply	Applies somewhat	Definitely applies
1. Has specific interests which are unusual in their focus or their intensity			
2. Is able to cope with changes to routines and with unexpected events			
3. Has very set routines, rituals or ways of doing things			
4. Can be very stubborn and determined to do things in own way (including perfectionism)			
5. Plays imaginatively and flexibly			
6. When playing with objects tends to get focussed on very specific details or parts of the object			
7. Can understand and take account of other people's point of view			
8. Shows unusual mannerisms such as tiptoe walking, hand flapping etc			

Please add any other comments about, or give examples of, this youngster's flexibility and adaptability, or about his style of play (if appropriate).

Other features	Does not apply	Applies somewhat	Definitely applies
1. Has good fine motor skills			
2. Has good gross motor skills			
3. Appears unusually sensitive to, or pre-occupied with certain sounds, smells or visual stimuli			
4. Is able to concentrate during group or class activities			
5. Is able to organise the materials and equipment he needs for a task			

Is there **any additional information** that you think we should know about this youngster?  
Please add additional details about, or examples of, any of the above, or about any aspect of his development.

What are your views (if any) about the nature of this youngster's difficulties?

THANK YOU VERY MUCH FOR TAKING THE TIME TO PROVIDE THIS INFORMATION