

## Appendix 2



### Autism Pathway Referral Criteria

Evidence of social communication and interaction difficulties that impact upon functioning (eg. Difficulties making friendships, understanding others emotions).

Evidence of restrictive patterns of behaviour (such as adherence to routine, repetitive play) that impacts upon functioning.

Evidence of sensory sensitivity or complex mannerisms (stimming or tic behaviours)

Ensure that needs-led support is in place within the school environment and under the supervision of the school special education needs coordinator (SENCO).

Provide evidence of involvement from any support agencies such as educational psychology service, learning support advisory service or behaviour support service, if they have been involved.

Check that parents have been offered parenting support and advice through school-based parenting support, Positive Parenting Programme ('triple P') or a family support worker.

For older children, check that difficulties with social interaction, communication and restrictive behaviours pre-date secondary school and have been present since early childhood.

For older children, evidence of difficulties for over 12 months

Ensure that intervention has been offered for underlying anxiety and attachment difficulties (eg. Beam) prior to a referral being made.