**Additional information:**   
**Request to consider help for**

**Possible autism**

**(from 5 years to 17 years 5 months at the time of referral)**

***AND***

**Possible ADHD**

**(from 6 to 17 years at the time of referral)**

*Please only complete this form if you are requesting assessment for both autism and ADHD.*

This form should be completed by both the parent/carer and a member of staff in the school or educational setting who knows the child or young person well. If the child or young person is not in an educational setting, please ask another professional who knows them well to complete the form with you (eg CAMHS clinician, speech and language therapist).

Please note that a GP referral is not required, and they will not know the child or young person well enough to provide the information.

Children and young people may be very different in different settings. Having information from families as well as the education setting gives us the best understanding of the child or young person and helps us to decide what might help the most. We ask that education settings work in partnership with the family to complete the information even when there are few concerns from the setting.

Completing the form together can help everyone develop a better understanding of the child or young person together, and to think more about what support can put in place right now to help. Support must be based on the needs of the child or young person and should never wait for an assessment or rely on a diagnosis or referral.

Thank you for your time in completing this extra information as it is essential to help us understand the child or young person’s needs.

**What to do now**

1. Please complete this form and save it
2. Return to the Berkshire Healthcare online referral form, complete it and upload this document when prompted. The online form can be found here: <https://forms.berkshirehealthcare.nhs.uk/cypf/>
3. At the same time upload a copy of the support plan

**Please note, we will not be able to proceed with the request for help unless you have uploaded BOTH this additional information form and the support plan.**

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| **Note on the online referral form:**  To avoid any risk of duplication please answer ***“see additional information form”*** to the following questions on the online referral form:   * Does the child/young person have any learning difficulties? * What are your primary concerns about the child/young person * How are you hoping we can help? * Please explain the impact of this difficulty on the child/young person’s daily life * What impact is this difficulty having on the family |

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| **Details of child/young person** | | | | |
| First Name |  | Date of birth |  | |
| Last name |  | Age in years and months (eg 8y 6m) | |  |

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| **To be ready to refer you need to confirm the 2 statements below** | **YES** |
| 1. Is a support plan in place?   ***(NB You will need to upload a copy of the support plan when you submit the online referral)*** |  |
| 1. Has this been fully implemented and reviewed for at least 6 months? |  |
| Date the support plan started |  |

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| **Strengths**  **Please tell us about strengths, what is going well and/or what the young person enjoys** | |
| **Parent/carer response** | **School/Professional response** |
| Click or tap here to enter text. | Click or tap here to enter text. |

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| **Please tell us how an assessment would help.**  **Please make sure you tell us why you think both assessments are needed.**  **Please review the statements below and select one or more that apply to the young person.** | |
| Young person is in care/adopted **and** there is a high risk of placement breakdown **and/or** an assessment is required to inform placement support/planning |  |
| Young person is involved in the criminal justice system **and** a diagnosis (if made) would inform understanding and reasonable adjustments when facing criminal proceedings/potential custodial sentence |  |
| Young person has not accessed education for the equivalent of a term or more, or is at high risk of imminent permanent exclusion **and** an assessment is required to inform placement planning (i.e. it is likely a specialist autism placement/resource is needed which requires a diagnosis) |  |
| Young person has not accessed education for the equivalent of a term or more due to permanent exclusion or has very inconsistent attendance related to suspected ADHD traits **and** an ADHD assessment/treatment is required to support attendance |  |
| Young person displays impulsive behaviours that frequently result in significant harm (including accidental) to self/others **and** an assessment/ADHD medication may help to reduce these risks |  |
| There are significant safeguarding concerns **and** an assessment is likely to reduce these risks |  |
| Young person is experiencing severe mental health difficulties **and**is likely to require specialist in-patient or day patient care **and** an autism assessment is necessary to plan their treatment/access a specific service |  |
| Young person needs referral to a service which requires a diagnosis of autism in order to accept the referral ***– please tell us which service:*** Click or tap here to enter text. |  |
| Young person is experiencing a high level of psychological distress, which has not been successfully addressed by therapeutic intervention **and** appears to be specifically related to uncertainty about autistic identity/potential diagnosis of autism |  |
| **Another reason (please explain below)**  Click or tap here to enter text. |  |

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| **What concerns you most?** | |
| **Parent/carer response** | **School/Professional response** |
| **I am most concerned by:** | **I am most concerned by:** |
| Click or tap here to enter text. | Click or tap here to enter text. |
| **What help are you hoping for?**  **How would an assessment help specifically with the concerns/needs/risks identified above?**  **Please do not answer ‘assessment’– please tell what you hope an assessment**  **would change or lead to and why this is not possible now** | |
| **Parent/carer response** | **School/Professional response** |
| **I am hoping an assessment would help by:** | **I am hoping an assessment would help by:** |
| Click or tap here to enter text. | Click or tap here to enter text. |

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| **How to choose your answers for Sections 1 to 6 on the following pages** | |
| Tick **Past** | When this is something you have noticed in the past but is no longer something that you notice |
| Tick **Now** | When this is something you notice now but hasn’t been happening for very long |
| Tick **Past and Now** | When this is something that you have noticed for a long period of time **and** you continue to notice it now |
| Tick **Not Seen** | If this is not something you have ever noticed or does not apply |

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| 1. **Spoken language** | | | | | | | | | | | |
| **Please select which best describes the young person’s current use of language** | | | | | | | | | | | |
| No spoken language | | | Uses single words | | Uses phrases/short sentences | | Can hold short conversations | | Can speak fluently | | |
| **Parent/carer**  **response** | | | |  | | | | **School/**  **Professional response** | | | |
| **Not seen** | **Past** | **Now** | | **Tick both past AND now if it is present now and has been for some time** | | | | **Not seen** | | **Past** | **Now** |
|  |  |  | | Language delay | | | |  | |  |  |
|  |  |  | | Very limited use of language – in all situations | | | |  | |  |  |
|  |  |  | | Very limited use of language - in certain situations | | | |  | |  |  |
|  |  |  | | Flat tone that that doesn’t change much | | | |  | |  |  |
|  |  |  | | Repetitive speech, overuse of some phrases | | | |  | |  |  |
|  |  |  | | Conversation dominated by excessive talking about particular topics | | | |  | |  |  |
|  |  |  | | Limited responses e.g. gives very brief answers/speaks when spoken to but does not start conversations | | | |  | |  |  |
|  |  |  | | Talking 'at' others rather than sharing a two-way conversation | | | |  | |  |  |
|  |  |  | | Responses can seem blunt, rude or inappropriate to other people | | | |  | |  |  |
|  |  |  | | Using accents (e.g. American accent) without any obvious reason | | | |  | |  |  |
|  |  |  | | Unusually advanced, formal or adult sounding speech | | | |  | |  |  |
| **Please add any other information you would like to share about spoken language** | | | | | | | | | | | |
| Click or tap here to enter text. | | | | | | Click or tap here to enter text. | | | | | |

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| 1. **Responding to others** | | | | | | | |
| **Parent/carer**  **response** | | |  | | **School/**  **Professional response** | | |
| **Not seen** | **Past** | **Now** | **Tick both past AND now if it is present now and has been for some time** | | **Not seen** | **Past** | **Now** |
|  |  |  | Does not seem to notice, understand or respond to other people's facial expression or feelings | |  |  |  |
|  |  |  | Difficult to get their attention or interrupt them when they are doing something they really enjoy | |  |  |  |
|  |  |  | Difficulties in understanding other's intentions e.g. may not recognise when others are being unkind or think others are being unkind when this is not the case | |  |  |  |
|  |  |  | May take things literally and misunderstand jokes, humour or sarcasm | |  |  |  |
|  |  |  | Unusually extreme responses to the everyday requests of others | |  |  |  |
| **Please add any other information you would like to share about responding to others** | | | | | | | |
| Click or tap here to enter text. | | | | Click or tap here to enter text. | | | |

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| 1. **Interaction/getting on with others** | | | | | | | |
| **Parent/carer**  **response** | | |  | | **School/**  **Professional response** | | |
| **Not seen** | **Past** | **Now** | **Tick both past AND now if it is present now and has been for some time** | | **Not seen** | **Past** | **Now** |
|  |  |  | Tends to get too close to others and/or finds it difficult when other people enter their personal space | |  |  |  |
|  |  |  | Does not show much social interest in people, including others of their own age | |  |  |  |
|  |  |  | Finds it difficult to make friends or keep friendships going with others around their own age | |  |  |  |
|  |  |  | Prefers friends who are significantly older or younger than themselves | |  |  |  |
|  |  |  | Has just one or two very intense friendships | |  |  |  |
|  |  |  | Finds it difficult to understand friendships or what being a friend means | |  |  |  |
|  |  |  | Has problems with games e.g. turn taking, losing, changing the rules or when others don’t stick to the rules | |  |  |  |
|  |  |  | Seems to choose to be alone/often alone in social situations e.g. break times at school | |  |  |  |
|  |  |  | Unable to adapt communication style to different social situations, for example may be overly formal or inappropriately familiar e.g. talks to headteacher in same way as to a friend | |  |  |  |
|  |  |  | May make comments without awareness of what might be expected or how others might feel | |  |  |  |
|  |  |  | Appears to have very different interests to others their age | |  |  |  |
| **Please add any other information you would like to share about interacting/**  **getting on with on others** | | | | | | | |
| Click or tap here to enter text. | | | | Click or tap here to enter text. | | | |

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| 1. **Non-verbal communication** | | | | | | | |
| **Parent/carer**  **response** | | |  | | **School/**  **Professional response** | | |
| **Not seen** | **Past** | **Now** | **Tick both past AND now if it is present now and has been for some time** | | **Not seen** | **Past** | **Now** |
|  |  |  | Tends not to use their hands to help explain when they are talking e.g. to show how big something is | |  |  |  |
|  |  |  | Difficult for others to know how they are feeling just by looking at their face/body language | |  |  |  |
|  |  |  | Prefers not to look at others when talking to them | |  |  |  |
| **Please add any other information you would like to share about non-verbal communication** | | | | | | | |
| Click or tap here to enter text. | | | | Click or tap here to enter text. | | | |

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| 1. **Interests, imagination and flexibility in thinking** | | | | | | | |
| **Parent/carer**  **response** | | |  | | **School/**  **Professional response** | | |
| **Not seen** | **Past** | **Now** | **Tick both past AND now if it is present now and has been for some time** | | **Not seen** | **Past** | **Now** |
|  |  |  | Little or no imaginative play or creativity e.g. may act out things they have read, watched or experienced rather than make up new stories | |  |  |  |
|  |  |  | Seems to escape into fiction (reading or writing) or fantasy worlds | |  |  |  |
|  |  |  | Play tends to be repetitive and more focussed on objects/toys rather than people | |  |  |  |
|  |  |  | Preference for very specific/intense interests (including in celebrities) | |  |  |  |
|  |  |  | Marked insistence on following own agenda or plan, with difficulties arising from this | |  |  |  |
|  |  |  | Insistence on rules, focus on things being fair with difficulties arising from this | |  |  |  |
|  |  |  | Very strong emotional responses to things that might appear insignificant to others | |  |  |  |
|  |  |  | Strong preferences for familiar routines and things being 'just right' | |  |  |  |
|  |  |  | Dislike of change, which often leads to anxiety or other forms of distress (including aggression) | |  |  |  |
|  |  |  | Over or under reaction to things such as textures, sounds, smells, light (may be drawn to or avoid certain things) | |  |  |  |
|  |  |  | Very strong preference for foods and/or difficulty with taste, smell, texture or appearance of food or eats an unusually limited range of foods | |  |  |  |
|  |  |  | Spends time making repetitive actions such as flapping, rocking, spinning | |  |  |  |
| **Please add any other information you would like to share about Interests,**  **imagination and flexibility in thinking** | | | | | | | |
| Click or tap here to enter text. | | | | Click or tap here to enter text. | | | |

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| 1. **Other factors (possible autism)** | | | | | | | | | | | | | | | | | |
| **Parent/carer response** | | | | |  | | | | | | | **School/Professional response** | | | | | |
| **Not seen** | **Past** | | **Now** | | **Tick both past AND now if it is present now and has been for some time** | | | | | | | **Not seen** | | **Past** | | **Now** | |
|  |  | |  | | Uneven profile of skills (to an unusual extent) i.e. some skills may not be as expected for their age while others are as expected/more advanced than expected | | | | | | |  | |  | |  | |
|  |  | |  | | Social/emotional development not in keeping with others of similar age e.g. excessive trusting (naivety), lack of common sense, less independent than others of same age | | | | | | |  | |  | |  | |
|  |  | |  | | Seems to work very hard to ‘fit in’, copy others and mask difficulties, to the point this becomes exhausting | | | | | | |  | |  | |  | |
|  |  | |  | | Seems to learn social skills (e.g. from TV, films, social media, copying others) rather than developing these without effort | | | | | | |  | |  | |  | |
|  |  | |  | | Seems to need time to recover after spending time in social situations | | | | | | |  | |  | |  | |
| **Please add any other information you would like to share about other factors** | | | | | | | | | | | | | | | | | |
| Click or tap here to enter text. | | | | | | | | | | Click or tap here to enter text. | | | | | | | |
| 1. **Concentrating, focussing and activity** | | | | | | | | | | | | | | | | | | |
| **Parent/carer response** | | | | | | |  | | | | **School/Professional response** | | | | | | | |
| **Not at all** | | **Just a little** | | **Quite a bit** | | **Very much** |  | | | | **Not at all** | | **Just a little** | | **Quite a bit** | | **Very much** | |
|  | |  | |  | |  | Often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often has difficulty maintaining concentration in a range of different tasks or play activities | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often does not seem to listen to what is being said as if their mind is elsewhere | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often does not follow through on instructions and fails to finish tasks (not because of refusal or difficulty understanding) | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often has difficulty organising tasks and activities | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often loses things necessary for activities (e.g. toys, schoolwork, mobile) | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often is distracted by extraneous stimuli (outside things) | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often forgetful in daily activities | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often fidgets with hands or feet or squirms in seat | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often leaves seat in classroom or in other situations in which remaining seated is expected | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often runs about or climbs excessively in situations in which it is inappropriate OR has extreme restlessness | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often has difficulty playing or engaging in leisure activities quietly | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often is “on the go” or often acts as if “driven by a motor” | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often talks excessively | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often blurts out answers before questions have been completed | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often has difficulty awaiting turn | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often interrupts or intrudes on others (e.g. conversations/ games) | | | |  | |  | |  | |  | |
|  | |  | |  | |  | Often acts without awareness of risk | | | |  | |  | |  | |  | |
| **Parent/carer response** | | | | | | | | **Onset of difficulties** | | | **School/Professional response** | | | | | | | |
|  | | | | | | | | What age did the difficulties start? | | |  | | | | | | | |
| **Parent/carer response** | | | | | | | | **Duration of difficulties** | | | **School/Professional response** | | | | | | | |
| less than 6 months  more than 6 months | | | | | | | | How long have the difficulties been present | | | less than 6 months  more than 6 months | | | | | | | |
| **Please add any other information you would like to share about**  **Concentration, focussing and activity** | | | | | | | | | | | | | | | | | | |
| Click or tap here to enter text. | | | | | | | | | Click or tap here to enter text. | | | | | | | | | |

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| 1. **Other factors (possible ADHD)** | | | | | | | |
| **Parent/carer response** | | |  | | **School/Professional response** | | |
| **Not seen** | **Past** | **Now** | **Tick both past AND now if it is present now and has been for some time** | | **Not seen** | **Past** | **Now** |
|  |  |  | Presents as a day dreamer and often described as needing to apply themselves more (doesn’t appear to be motivated or to be trying) | |  |  |  |
|  |  |  | Presents with low levels of fidgeting (that may be less obvious) – eg below the desk, constant fiddling with hair or jewellery, biting fingernails | |  |  |  |
|  |  |  | Takes time to process information and instructions and it may seem as if they are not listening | |  |  |  |
|  |  |  | Verbally impulsive, changes topics, jumps between ideas and topics, may say things impulsively without thinking of the impact on others | |  |  |  |
| **Please add any other information you would like to share about other factors** | | | | | | | |
| Click or tap here to enter text. | | | | Click or tap here to enter text. | | | |

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| **9. Overall impact of the difficulties** | | | | | | | | | |
| **Parent/carer response** | | | |  | | **School/Professional response** | | | |
| **Not at all** | **Just a little** | **Quite a bit** | **Very much** |  | | **Not at all** | **Just a little** | **Quite a bit** | **Very much** |
|  |  |  |  | **What is the overall impact of the difficulties on day-to-day life?** | |  |  |  |  |
| **Parent/carer response** | | | |  | | **School/Professional response** | | | |
| Click or tap here to enter text. | | | | Please provide a few examples of the way in which you see the impact | | Click or tap here to enter text. | | | |
| **Please add any other information you would like to share about**  **the impact of difficulties** | | | | | | | | | |
| Click or tap here to enter text. | | | | | Click or tap here to enter text. | | | | |

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| **10. Education and Learning** | |
| **Does the young person attend:**  Special school  Specialist resource  Pupil referral unit  Mainstream school**/**college  Other educational setting **– please describe**:  Click or tap here to enter text.  Not attending school | **If they are not attending** **school, please** **tell us how their education is being managed:**  Click or tap here to enter text. |
| **Parent/carer response** | **School/Professional response** |
| Please tell us if you have ever been told your child has:  Learning disability  Learning difficulty/learning difficulties  Global developmental delay  None of the above | Broadly achieving above age related expectations  Broadly achieving at age related expectations  Broadly achieving below age related expectations  **If achieving below age related expectations what is the approximate delay**  up to 1 year behind  approx. 2 years behind  approx. 3 years behind  more than 3 years behind  Please tell us if there is a confirmed  Learning disability  Learning difficulty/learning difficulties  Global developmental delay  ***Please comment on learning below:***  Click or tap here to enter text. |

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| **11. Additional needs/ significant life events**  **Please tell us if any of the following apply** | | | |
|  | | Child/young person is in care | |
|  | | Child Protection Plan currently in place | |
|  | | Charged/likely to be charged with serious criminal offence/due to appear in court | |
|  | | Current input from Youth Offending Services or Liaison and Diversion Services | |
|  | | Permanently excluded from school | |
|  | | Armed forces family **and likely to need to move -** If **YES** please add likely date here:  Click or tap here to enter text. | |
|  | | Traveller family **and likely to move -** If **YES** please add likely date here:  Click or tap here to enter text. | |
|  | High risk of imminent significant harm to self or others | | |
|  | Significant recent life events | | |
| **If you have ticked any of the above please provide additional information below**  **(if not already provided)** | | | |
| **Parent/carer response** | | | **School/Professional response** |
| Click or tap here to enter text. | | | Click or tap here to enter text. |

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| **12. Additional information**  **Please tell us anything else you feel it is important for us to know** | |
| **Parent/carer response** | **School/Professional response** |
| Click or tap here to enter text. | Click or tap here to enter text. |

**Thank you very much for completing the form – this should provide all the information we need to decide on the best way to help the child/young person.**

**Either the family or school can now return this form by uploading it with the** [**online referral form**](https://forms.berkshirehealthcare.nhs.uk/cypf/)**.**

**We would love to hear from you**

We would be very grateful if you could spare a few minutes to tell us about your experience of the referral process. This helps us know where things are going well and where we might have more work to do.

Please fill in this short form to give us your feedback and ideas: <https://forms.office.com/e/zysA3fzpeu>