

Criteria for referral for assessment

For a young person to be considered for assessment, the referrer must be able to demonstrate that the reasons for referral require input over and above that which schools can normally be expected to provide.

Significant others involved in the young person's care e.g., family, carers, and teachers, **must** be able to contribute to the assessment and provide follow up input after the assessment. Young people will need to satisfy all the criteria listed below. The assessment process will help identify a communication solution for the young person:

Criteria 1: Motivation and experience

- The young person is **motivated** to communicate and is an **intentional** communicator.
- The young person has the **experience** of using a paper-based AAC system which is insufficient to enable them to realise their communicative potential.
- The young person presents with a potential need for a more **complex** communication system.
- The young person will have developed **beyond** cause and effect understanding.
- The young person will have a **discrepancy** between their levels of understanding and their ability to communicate.
- The young person communicates in different contexts (for example, may communicate for a single purpose but will do this at home and in school).

Criteria 2: Support team

- The young person **must** have a primary Speech and Language Therapist (NHS or independent) involved who will implement the recommendations given by the Communication for All team (secondary service).
- The young person **must** have an identifiable support team in place who will assist with communication goals and AAC interventions. Without a support team, the young person is at greater risk of failure during a trial period, with an increased chance of abandonment of AAC.

Should the young person not reach the above criteria, the Communication for All team will suggest to the referrer further ways of assisting the young person to develop their communication system or signpost them to alternative support.

There must also be an agreement demonstrating firm commitment that parents and educational professionals will use any AAC provided and that they will work in partnership with the team. Without a firm commitment of this nature any recommended solution is likely to be unsuccessful.