**Autism Assessment Service**

Child Development Centre

Wing F, 207

Harrogate District Hospital

Lancaster Park Road

Harrogate HG2 7SX

Tel: 01423 557471

**Autism Assessment Service Referral Request – Professional**

Please return this form via email to: hdft.autism1@nhs.net. Before submitting this form, you must have agreement from the parent/ carer and (if aged 14 or over) the child/young person.

If you are unable to send via email, please call us on 01423 557471 or post to Autism Assessment Service on the above address.

**Information sharing:** The information you provide on this form will be shared with the Early Help Team. If we think it is appropriate, we may also take the referral to the Multi-Agency Team Meeting to consider whether onward referrals to other services may also be helpful. This will involve sharing the referral information with Child & Adolescent Mental Health Service (CAMHS), Social Care, Compass Phoenix and other providers of care. For further information about information sharing, please refer to the privacy notice on our website: [www.hdft.nhs.uk/privacy-notices](http://www.hdft.nhs.uk/privacy-notices)

**Parental responsibility:** In situations where there is shared parental legal responsibility for a child (e.g. where parents are separated), the parent/carer who supported the completion of this referral accepts responsibility for informing other parents/carers of the autism referral and assessment process, and will inform the Autism Assessment Team of any relevant information pertaining to shared parental/caring responsibilities and any potential difference of opinion.

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| **Person completing this form (please tick relevant box)****If form was completed by multiple people (e.g. school and parents), please select all involved** | Social Care |  |
| Education setting  |  |
| Young person |  |
| Parents/carers |  |
| Health professional |  |
| Other…. |  |
| Your Name:  | Your Role/Service:  |
| Address:  | Contact number/email:  |
| Date completed:  |

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| **Child/young person’s name:** |  | **Date of Birth:** |  |
| **Known as:** |  | **Gender:**Please indicate if this is different from sex assigned at birth |  |
| **Address:** |  |
| **Pronouns:** | he/she/they/other | **GP Practice Name:** |  |
| **NHS Number if known:** |  |
| **Is an interpreter needed? (if so, which language)** |  |
| **Are any of their parents currently in the military?**  |  |
| **Parent/Carer 1 details** | Name: |  |
| Address: |  |
| Telephone: |  |
| Email: |  |
| **Parent/Carer 2 details** | Name: |  |
| Address: |  |
| Telephone: |  |
| Email: |  |
| **Who has legal parental responsibility?** | **Mum/Dad/Both/Other:** |
| **Other people living in the same home as child/young person:** | **Name** | **Date of Birth** | **Relationship** |
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| **Any brothers or sisters (full, step or half) not living in the family home?** |  |
| **Developmental and Medical History (fill out where able to, leave blank where you are not able to obtain information)** |
| **Was the mother well during pregnancy?** **Any complications?** |  |
| **Was delivery as expected?** |  |
| **Was the baby born around their due date? Please include birth weight.** |  |
| **Please describe any *significant* illness or admissions to hospital** |  |
| **Is the child on any medication?** |  |
| **What age did the child?** | **Smile:** | **Babble:** | **Sit on their own:** | **Walk:** |
|  |  |  |  |
| **When did the child say single words?** |  | **Please give examples:**  |
| **When did they start putting 2 or more words together?** |  | **Please give examples:**  |
| **Education** |
| **Does (or did) the child attend any toddler groups or pre-school setting e.g. nursery?** |  |
| **Current School/Nursery/College:** |
| **Name:** |  |
| **Location:** |  |
| **Current School Year:** |  |
| **Which professionals are currently involved in supporting this family?** |
| **Name** | **Contact Details (phone/email)** | **Organisation** |
|  |  |  |
|  |  |  |
|  |  |  |
| **Has the child/young person undergone an Autism Assessment in the past? Yes** [ ]  **No** [ ]  |
| **If yes, please provide details (e.g. date, assessor, outcome)** |  |

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| --- | --- |
| **What are the child’s/young person’s strengths and interests?** |  |
| **What are your concerns?**  |  |
| **How do these concerns affect the child’s day to day life?** **Please tell us about any specific risks.** |  |
| **How do these concerns affect the family?** |  |
| **Who are the key supportive and positive relationships around the family?**  |  |
| **What additional help do they already get to manage and enjoy everyday life?**  |  |
| **What additional help do they need (but not yet have) to manage and enjoy everyday life?**  |  |
| **Please give details of any significant events in the family (during pregnancy or since birth) e.g. bereavement, house moves, difficult school moves, parental separation, domestic violence, new baby:** |  |
| **Please give details of any history of mental health difficulties (including post-natal depression), chronic illness or developmental delay in the extended family?** |  |
| **Is there anyone in the immediate or extended family who is autistic or has other neurodevelopmental differences (ADHD, dyslexia, dyspraxia etc.)?**  |  |
| **Could there be another explanation for their differences?** (e.g. anxiety, low mood, ADHD, learning difficulties, difficult life experiences, coordination difficulties) If so, please give details: |  |

**Please use the scoring system below. Do not worry if some of the questions are not relevant for the age of the child – please mark as N/A (Not applicable) if this is the case.**

1. **This is not true of the child at all**
2. **This is a little true of the child**
3. **This is true for the child**
4. **This is true of the child/ is having a big impact**

***Communication***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Please give examples**  | **1** | **2** | **3** | **4** |
| They can become totally focussed on what they are doing and ‘zone out’ |  |  |  |  |  |
| They usually respond when their name is called/ when you try to get their attention |  |  |  |  |  |
| They had little interest in turn taking games e.g. peekaboo |  |  |  |  |  |
| They usually smile back when someone smiles at them |  |  |  |  |  |
| Their eye contact is different to most other people their age e.g. tends not to look at others, intense stare, gives fleeting looks |  |  |  |  |  |
| They comfortably use gesture e.g. waving, nodding or shaking their head |  |  |  |  |  |
| You can easily tell how they are feeling by their facial expressions |  |  |  |  |  |
| They can read other people’s non-verbal communication e.g. tone of voice/facial expression/body language |  |  |  |  |  |
| They do not usually appear interested in what others have to say |  |  |  |  |  |
| They can ask for help  |  |  |  |  |  |
| They find it hard to tell you about their day when you ask |  |  |  |  |  |
| They are usually aware when it’s their turn to talk |  |  |  |  |  |
| They expect you to know what they want without telling you |  |  |  |  |  |
| They can tell when other people want a turn to talk |  |  |  |  |  |
| They can talk for long periods about their favourite topic and might not notice when the listener is distracted |  |  |  |  |  |
| They understand jokes and everyday saying e.g. ‘keep your eyes peeled’ (as much as other children their age would) |  |  |  |  |  |
| Their tone of voice is different to the rest of the family/ other people their age (e.g. flat/exaggerated/babyish/unusual accent/mumbled) |  |  |  |  |  |
| They stopped referring to themselves by name by age 4  |  |  |  |  |  |

**Relationships and friendships**

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|  | **Please give examples**  | **1** | **2** | **3** | **4** |
| They have difficulty interpreting social cues e.g. familiar with strangers or recognising people in authority |  |  |  |  |  |
| They don’t usually say things that may offend other people e.g. "you smell funny" |  |  |  |  |  |
| They behave in ways that seem socially unexpected or shocking for their age |  |  |  |  |  |
| They can pick up on how other people are feeling e.g. bored/upset/annoyed |  |  |  |  |  |
| They find it hard to understand another's perspectives or views |  |  |  |  |  |
| They recognise other people’s need for personal space |  |  |  |  |  |
| They do not seek comfort when they have hurt themselves |  |  |  |  |  |
| They can adjust their behaviour to the situation they are in |  |  |  |  |  |
| They find it hard to share toys or attention |  |  |  |  |  |
| They are pleased to get an award and keen to share their enjoyment |  |  |  |  |  |
| They enjoy being alone more than expected |  |  |  |  |  |
| They are happy to let others join in with their play/take turns |  |  |  |  |  |
| They prefer structured activities with other children rather than ‘play dates’ |  |  |  |  |  |
| Group play rarely breaks down or needs adult support |  |  |  |  |  |
| They prefer the company of adults |  |  |  |  |  |
| They get on well with children of all ages |  |  |  |  |  |
| They have 1 or 2 intense friendships  |  |  |  |  |  |
| They can share their friends |  |  |  |  |  |
| They are interested in joining group games but will only play by their own rules |  |  |  |  |  |
| They don’t usually take on characteristics or mannerisms of a friend/role model |  |  |  |  |  |
| They may seem to hang back and watch for a long while before joining in play  |  |  |  |  |  |

**Routines and rituals**

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| --- | --- | --- | --- | --- | --- |
|  | **Please give examples**  | **1** | **2** | **3** | **4** |
| They have specific routines and rituals e.g. something has to be done in exactly the same way |  |  |  |  |  |
| They are not upset by changes to routines or environment e.g. wet play/teacher off sick/road closed |  |  |  |  |  |
| They need to understand the rules and expectations before joining in a game, and may be upset if others are not following the rules |  |  |  |  |  |
| They are able to move from one activity/room/environment to another e.g. transitions |  |  |  |  |  |
| They often ask the same question repetitively and want you to answer them in a particular way |  |  |  |  |  |
| They can cope when plans change/with spontaneous outings |  |  |  |  |  |
| They stick to rules and expect others to as well |  |  |  |  |  |
| They do not needs things to be done or arranged in specific ways |  |  |  |  |  |
| They have a great fondness for certain numbers/letters |  |  |  |  |  |

**Stereotyped and repetitive behaviour**

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| --- | --- | --- | --- | --- | --- |
|  | **Please give examples**  | **1** | **2** | **3** | **4** |
| They display repetitive hand and/or body movements e.g. hand flapping, twisting, ringing, rocking (may be at times of excitement, distress or anxiety) |  |  |  |  |  |
| They stopped regularly walking on tip toes by school age |  |  |  |  |  |
| They engage in repetitive behaviours e.g. opening and closing doors, turning lights on and off, filling and emptying containers |  |  |  |  |  |
| They use toys and objects for their intended purpose  |  |  |  |  |  |
| They line up toys or other objects, or used to line up toys when younger |  |  |  |  |  |
| They do not excessively fiddle with objects/ their clothes |  |  |  |  |  |

**Interests**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Please give examples**  | **1** | **2** | **3** | **4** |
| They were interested in shapes/letters/numbers at an early age |  |  |  |  |  |
| They have a range of hobbies and interests |  |  |  |  |  |
| They have collections of objects |  |  |  |  |  |
| Their interests change over time  |  |  |  |  |  |
| They like to carry a specific object around with them |  |  |  |  |  |
| They don’t usually change the topic f conversation to their favourite topic |  |  |  |  |  |
| They have expertise on their favourite subject |  |  |  |  |  |

**Sensory**

|  |  |  |  |  |  |
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|  | **Please give examples** | **1** | **2** | **3** | **4** |
| They are distressed by loud or unusual noises, may cover their ears to block out to sound |  |  |  |  |  |
| They can tolerate school uniform/shoes or clothes they have not chosen (e.g. for special occasions) |  |  |  |  |  |
| They are sensitive to the feel of certain clothes (including labels and seams) |  |  |  |  |  |
| They have a typical reaction to pain or temperature |  |  |  |  |  |
| They have a limited diet and/only likes certain foods due to colour/texture  |  |  |  |  |  |
| They are comfortable with different food groups touching on their plate |  |  |  |  |  |
| They struggle to recognise/tell others if they are hungry/ thirsty/need the toilet |  |  |  |  |  |
| They can tell if they are too hot/cold |  |  |  |  |  |
| They eat non-food items (e.g. soil/fluff) |  |  |  |  |  |

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| **Who thinks the child/young person could be autistic?** |
| **Person** | **Yes** | **No** | **Maybe** |
| Child/young person |  |  |  |
| Parent/carer |  |  |  |
| Parent/carer |  |  |  |
| School |  |  |  |
| Other: ………………. |  |  |  |
| Other: ………………. |  |  |  |

|  |  |
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| **Do you have any concerns to do with self-care? Please describe.** |  |
| **Do you have any concerns to do with sleep? Please describe.** |  |
| **Do you have any concerns to do with their learning or progress academically? Please describe.** |  |
| **Do you have any concerns to do with their movement? Please describe.** |  |

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| **Please comment on any concerns you may have for the young person’s concentration and attention, distractibility and impulsivity:**  |
| **If there are concerns in the above areas, in which settings do they occur? Please tick table below.**If you are completing this section, please take a look at the Neuro Pack on our website and send this to CAMHS if you would like them to consider possible ADHD.  |
|  | **School** | **At home** | **In the community** |
| Inattentive |  |  |  |
| Hyperactivity |  |  |  |
| Impulsivity |  |  |  |
| Concentration Difficulties |  |  |  |

Thank you. Please return this form via email to: hdft.autism1@nhs.net