

Communication and Interaction Needs - Autism

Threshold Descriptors Overview		Assessment, Intervention, Provision and Resources
Threshold 1 Mild	<ul style="list-style-type: none"> Communication and interaction needs (identified by the Threshold descriptors) may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life. Does not have a diagnosis of an autism disorder made by an appropriate multi-agency team. May or may not have low level sensory needs. 	<p>Please refer to information contained within the Threshold 1 Communication and Interaction: Autism section of the School Age Guidance.</p>
Threshold 2 Mild - Moderate	<ul style="list-style-type: none"> Communication and interaction needs (identified by the Threshold descriptors) affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life. May or may not have low to moderate sensory needs. 	<p>Please refer to information contained within the Threshold 2 Communication and Interaction: Autism section of the School Age Guidance.</p>
Threshold 3 Moderate	<ul style="list-style-type: none"> Communication and interaction needs (identified by the Threshold descriptors) moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts. The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment. May or may not have a diagnosis of an Autism Disorder made by an appropriate multi-agency team. May or may not have moderate sensory needs. 	<p>Please refer to information contained within the Threshold 3 Communication and Interaction: Autism section of the School Age Guidance.</p>

Threshold 4a	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. • This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available. • The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. • Presents with an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum. • May or may not have a diagnosis of an Autism Disorder by an appropriate multi-agency diagnostic team. • May or may not have sensory significant sensory needs. 	<p>Please refer to information contained within the Threshold 4a Communication and Interaction: Autism section of the School Age Guidance.</p>
Threshold 4b	<p>As Threshold 4a plus:</p> <ul style="list-style-type: none"> • Presents with an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum. • They will require significantly more support than is normally provided in a mainstream setting. • May or may not have sensory significant sensory needs. 	<p>Please refer to information contained within the Threshold 4b Communication and Interaction: Autism section of the School Age Guidance.</p>
Moderate		
Significant		

<p>Threshold 5</p> <p>Severe</p>	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. • The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. <p>Learners at Threshold 5 may be in the following settings:</p> <p>Mainstream</p> <ul style="list-style-type: none"> • Presents with an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum. • They will require significantly more support than is normally provided at a universal level in a mainstream setting. <p>Special</p> <ul style="list-style-type: none"> • Attainment profile is below expected NC performance indicators and/or PIVATs /B Squared. • May or may not have a diagnosis of an Autism Disorder/and or EHCP. • May or may not have severe sensory needs. 	<p>Please refer to information contained within the Threshold 5 Communication and Interaction: Autism section of the School Age Guidance.</p>
<p>Threshold 6</p> <p>Profound</p>	<ul style="list-style-type: none"> • Communication and interaction needs (identified by the Threshold descriptors) profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. • Needs an environment where interpersonal challenges are minimised by the adult managed setting. • The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. • May or may not have profound sensory needs. • Within the specialist provision need an environment where interpersonal challenges are minimised by the adult managed. 	<p>Please refer to information contained within the Threshold 6 Communication and Interaction: Autism section of the School Age Guidance.</p>