

**Single Point of Access (SPA)**  
**Neurodevelopmental Assessment and Mental Health & Wellbeing Requests**  
**Guidance for Schools**

**Purpose of this Guidance**

This guidance supports school staff to decide when and how to submit a Request for Assistance (RfA) through the Single Point of Access (SPA), and to complete the form with clear, relevant information.

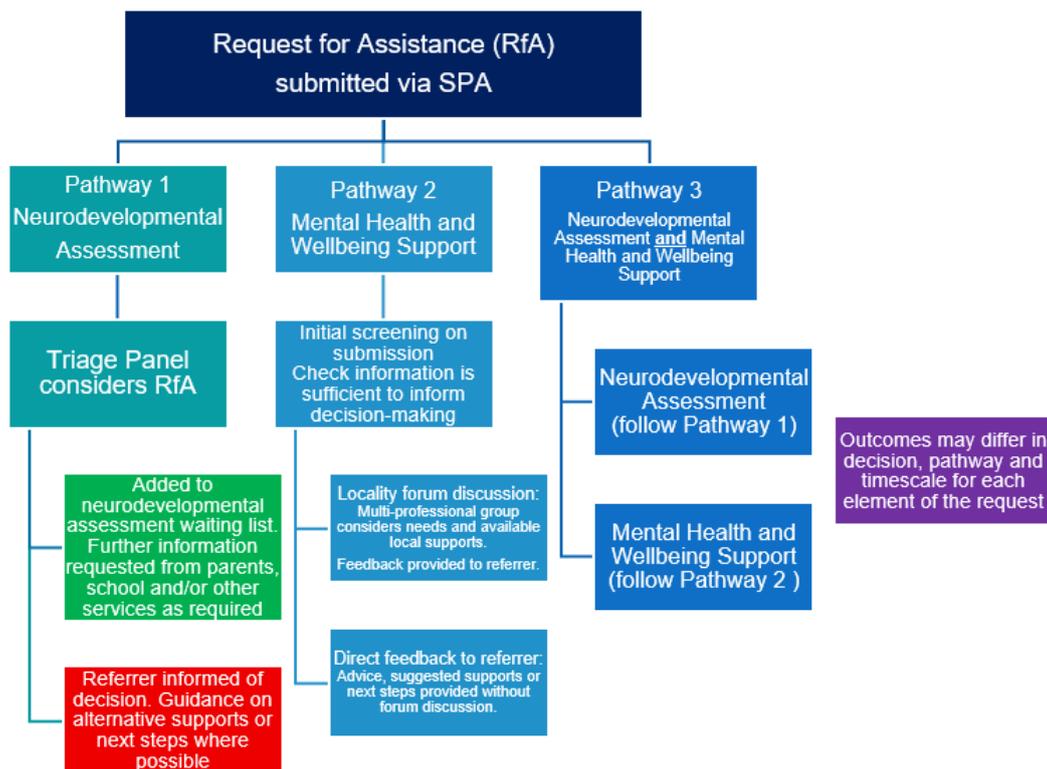
The aim is to improve consistency, clarity and quality of requests, and to support effective multi-agency decision making.

**Overview**

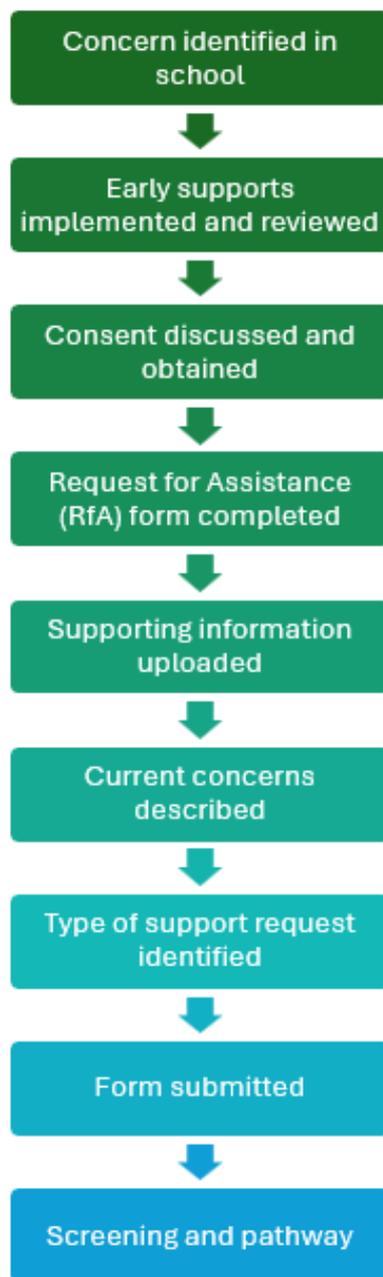
A SPA request can be completed and submitted by any professional working with a child or young person. This includes, but is not limited to, education, health, social work and third sector professionals.

Where a parent or carer requests that a neurodevelopmental assessment is considered, the **first professional they approach should complete** and submit the SPA request. It is not appropriate for professionals to redirect parents or carers to another service solely for the purpose of completing the request. Where the concerns described by the parent or carer are not currently observed within the school setting, the school should submit the request using the evidence it holds, however limited. The SPA triage team will then seek any additional information required directly from the parent or carer.

This approach ensures that requests are not delayed and that families experience a clear, consistent and accessible pathway, while recognising that responsibility for completing a SPA request does not sit with schools alone.



### Completing a Request for Assistance (RfA)



#### Early supports in place

Before submitting an RfA, schools should normally have:

- Discussed concerns with the child or young person and family
- Implemented appropriate universal or targeted supports
- Gathered observations over time

Examples of supports may include:

- Classroom adaptations and differentiation
- Targeted literacy or numeracy support
- Visual supports, routines or sensory strategies
- Nurture approaches or wellbeing check-ins
- CIRCLE-informed strategies
- Input from school-based support staff

#### Consent

- Consent must be discussed with the child, young person and family
- Parent/carer consent is required for children under 16
- Young people aged 16+ provide their own consent
- Young people aged 12+ should normally be involved and have their views sought
- The signed consent form must be ready to upload

#### Uploading supporting information

Schools should upload information that helps explain the current concerns and support needs. This may include:

- A Child's Plan (if available)
- Speech and Language Therapy/OT reports or observations
- CIRCLE participation scale or similar tools
- School-based observations/Educational Psychology reports
- Evidence of strategies implemented and reviewed

If a comprehensive Child's Plan has been uploaded, **include only information not already covered**. If you are requesting a Neurodevelopmental Assessment, e.g. for Autism or ADHD, please ensure that either within the Child's Plan or the RfA you give information that highlights why a neurodevelopmental assessment is appropriate.

Once submitted, the RfA and consent form, should be uploaded to the SEEMiS Wellbeing App.

Where a RfA is discussed at a locality forum the referrer will receive an email outlining suggested next steps or signposts for support. This email should be saved as a PDF and uploaded to the SEEMiS Wellbeing App. Unless explicitly stated in the email, referrers are not required to provide feedback to the locality forum on any actions taken following the advice given.

### Guidance for Page 4 – Current Concerns

#### Describing current concerns

Information does not need to be provided under every heading – include only what is relevant to the request. Suggested below are some examples of the information you might include.

- |   |  |
|---|--|
| <p>1. Communication and interaction skills</p> <ul style="list-style-type: none"> <li>• Understanding and use of language</li> <li>• Expressive language and clarity of speech</li> <li>• Social communication and turn-taking</li> <li>• Use of eye contact, gestures or non-verbal communication</li> <li>• Interaction with peers and adults</li> </ul>  | <p>2. Learning needs</p> <ul style="list-style-type: none"> <li>• Attention, concentration and engagement</li> <li>• Pace of learning and need for repetition</li> <li>• Difficulties with literacy, numeracy or specific curriculum areas</li> <li>• Memory, organisation or problem-solving</li> <li>• Any notable differences between ability and attainment</li> </ul>         |
| <p>3. Social, emotional, behavioural or mental health needs</p> <ul style="list-style-type: none"> <li>• Regulation of emotions</li> <li>• Anxiety, low mood or stress responses</li> <li>• Behavioural responses to demands or change</li> <li>• Relationships with peers and adults</li> <li>• Impact on attendance, participation or learning</li> </ul> | <p>4. Sensory and motor skills</p> <ul style="list-style-type: none"> <li>• Sensitivities to noise, light, touch, taste or movement</li> <li>• Sensory seeking or avoidance behaviours</li> <li>• Fine motor or gross motor coordination</li> <li>• Impact on tasks such as writing, PE, or daily routines</li> </ul>  |
| <p>5. Medical needs</p> <ul style="list-style-type: none"> <li>• Diagnosed or suspected medical conditions</li> <li>• Medication and its impact in school</li> <li>• Fatigue, sleep difficulties or physical health issues</li> <li>• How medical needs affect learning, wellbeing or daily functioning</li> </ul>  | <div style="border: 1px solid black; padding: 5px;"> <p><u>Tips:</u></p> <ul style="list-style-type: none"> <li>• Focus on the most significant areas impacting the child or young person</li> <li>• Describe <i>what</i> is observed and the <i>impact</i> on the child or young person</li> <li>• Prioritise what matters most</li> <li>• Avoid long histories</li> </ul> </div> |

#### Selecting Mental Health and Wellbeing Concerns

When completing the mental health and wellbeing checklist:

- If the request is *only* for consideration of a neurodevelopmental assessment, do not select any mental health and wellbeing concerns.
- Select concerns that are *current and impacting*
- Select concerns where *additional support is required*
- Do not select every concern that has ever been present