



Disability Law Service UNIVERSITY OF LEEDS

CEREBRA 

Working wonders for children  
with brain conditions

Linklaters

An impact snapshot on the unlawful restrictions on the  
rights of disabled children with autism to social care  
needs assessments

**Authors: Priya Bahri, Luke Clements and Ana Laura Aiello**

27 October 2022

**The Disability Law Service (DLS)** is a charity that has been providing free legal advice to disabled people since 1975. The DLS specialise in Community Care, Employment, Housing and Welfare Benefits law and holds legal aid contracts in Community Care and Housing for legal aid claimants. DLS's mission is to provide free legal advice to disabled people and their carers, to ensure that they have access to their rights and justice.

**Cerebra** is a national charity helping children with brain conditions and their families to discover a better life together. Cerebra works closely with families to find out where help is most needed and then work with its university partners to fund the relevant research. Cerebra's research work across neurodevelopmental conditions gives it a unique perspective within the charity research sector. Cerebra's aim is to provide research-driven, high-quality health and social care advice and support for the families of children with brain conditions from birth to the age of 16.

**Legal Entitlements & Problem-Solving (LEaP) Project** is an innovative problem-solving project that helps families of children with brain conditions cope with the legal barriers they face. The project involves close collaboration between the Cerebra in-house research team and the research centre at the School of Law, at the University of Leeds led by Professor Luke Clements and Dr Ana Laura Aiello – which is funded by Cerebra.

The LEaP Project listens to families and helps them get the knowledge they need to access health, social care and other support services. It identifies the common legal problems that prevent families getting access to services and develops innovative ways of solving those problems. The project aims to reach as many families as it can by sharing our solutions as widely as possible.

**School of Leeds University Community Engagement** is fundamental to the ethos of the School of Law at the University of Leeds. Students are given every encouragement and support to use their legal skills to benefit the local community. In doing this, students develop these skills and deepen their understanding of the role of the law in the real world: the central role of the law in fostering social justice. In furtherance of this aim the School supports a number of law clinics and the Cerebra LEaP Project.

### **Special thanks**

In preparing this report the authors have had excellent support from the *pro bono* department of leading international law firm, Linklaters and it is important that we record our thanks for this invaluable assistance.

## **Preface**

This call for positive change which started in 2017 has been a five-year campaign, to reform local policies so that they better support the needs of children living with autism, their families and carers.

As part of this campaign, in 2020 we published a research report (referred to below as the 'Autism Plus' report)<sup>1</sup> concerning the findings of research undertaken by the Disability Law Service (DLS), together with our partners – Cerebra, BBC Yorkshire and the University of Leeds (School of Law).

The 2020 'Autism Plus' report considered the legality of restrictions put in place by 41 local authorities that restricted the rights of disabled children with autism to an assessment of their needs and to the support required to meet those needs.

We are pleased with the conclusion of this campaign, that 30 of these authorities have changed their policies.

We hope that this change will have a positive impact on the support services offered to children living with autism and that they are provided with the same options and services that are available to other children living with disabilities and long term health conditions.

From an early age, it is important that children are not excluded because of a certain characteristic. This is why this campaign started – to ensure that no child feels that they cannot have the same support as their peers.

Priya Bahri, Solicitor, Disability Law Service

---

<sup>1</sup> P Bahri, L Clements, A L Aiello and T Hutchinson [\*Unlawful restrictions on the rights of disabled children with autism to social care needs assessments\*](#) (Cerebra 2020).

## Table of Contents

Key messages	4
Introduction	5
Research methodology	7
Discussion	8
Case study	11
Appendix	
Categorisation of local authority Autism Plus policy	12

## Key Messages

- All 41 local authorities identified as having an Autism Plus Policy were written to, encouraging them to change their policies: policies that were, in our opinion, contrary to the requirements of both the Equality Act 2010 and the Human Rights Act 1998.
- All but 11 authorities agreed to amend or (in one case only) to ‘suspend pending a formal review’ their offending policies and in every case to remove the policies from their websites. These 11 authorities and their policies are detailed at Appendix 1.
- Welcome as it is that the majority of authorities with Autism Plus policies have agreed to change them in ways that no longer single out disabled children with autism for different treatment, we remain concerned about a number of aspects of local authority children’s services eligibility criteria, including concerns relating to:
  - the 11 authorities named in Appendix 1 that have not agreed to amend their policies;
  - reports we are receiving from families that some authorities are applying Autism Plus policies in practice even though ‘officially’ their website criteria do not explicitly single out children with autism for separate treatment;
  - the fact that since the publication of the 2020 ‘Autism Plus’ report and the programme of contacting the 41 authorities commenced, we have discovered other local authorities that have adopted Autism Plus policies;
- that a significant number of local authority children’s services eligibility criteria are not fit for purpose<sup>2</sup> with many of these having policies that are arguably unlawful – albeit that they do not on their ‘face’ discriminate against disabled children with autism.

---

<sup>2</sup> See in this respect, P Bahri, L Clements, A L Aiello and T Hutchinson [\*Unlawful restrictions on the rights of disabled children with autism to social care needs assessments\*](#) (Cerebra 2020) paas 3.03 – 3.04.

## Introduction

- 1.1 On the 5 August 2020, a report was published concerning the findings of research undertaken by the Disability Law Service (DLS), together with the University of Leeds (School of Law), Cerebra and BBC Yorkshire – regarding ‘unlawful restrictions on the rights of disabled children with autism to social care needs assessments’ (the [2020 ‘Autism Plus’ report](#)).<sup>3</sup>
- 1.2 The report considered the legality of restrictions put in place by some local authorities that impede the rights of disabled children with autism to an assessment of their needs and to support required to meet those needs. The policies of 149 English local authorities were considered (although only 93 were identified as having ‘functional’ eligibility policies capable of being analysed).<sup>4</sup>
- 1.3 Of the policies analysed 41 (44 per cent) made specific mention of autism when determining whether a child would be assessed by or supported by their Children with Disabilities team. These authorities generally linked autism to an additional requirement (or requirements) – for example: that the child had another impairment or a formal diagnosis. These criteria were referred to as ‘Autism Plus’ policies. Examples include:
- ‘Autism Plus’ a diagnosis of autism;
  - ‘Autism Plus’ a significant learning disability;
  - ‘Autism Plus’ challenging behaviour.

Authorities with Autism Plus policies also differed in the permutations of required additional factors. for example requiring (on occasions), not only: (1) autism; plus (2) learning disabilities – but also (3) a significant impact on the child’s everyday living.

- 1.4 The 2020 ‘Autism Plus’ report considered that Autism Plus policies of this kind:
- constituted unlawful discrimination contrary to the Equality Act 2010 – in that they indirectly discriminate against disabled children with autism compared to other disabled children;
  - constituted unlawful discrimination contrary to the Equality Act 2010 on grounds of sex – as materially more young men have an autism diagnosis than young women; and

---

<sup>3</sup> P Bahri, L Clements, A L Aiello and T Hutchinson [Unlawful restrictions on the rights of disabled children with autism to social care needs assessments](#) (Cerebra 2020).

<sup>4</sup> Ibid.

- constituted direct discrimination under the Equality Act 2010.
- 1.5** The 2020 'Autism Plus' report did not name the 41 authorities that had such policies, but called for them to take immediate steps to amend criteria – and to ensure that their revised policies were published in a readily accessible form on (at the very least) their 'Local Offer' web pages.
- 1.6** Following the publication of the 2020 'Autism Plus' report, the 41 authorities were contacted individually. We shared with these authorities our evidence and the legal analysis and provided them with the opportunity to respond, confirming that they had agreed to make changes to their policies to address the identified legal shortcomings. The recipients were advised that, absent convincing evidence that contradicted the original research, it was our intention to publish a report that named authorities that persisted with policies of this nature, and in due course, to share our findings with the Equality and Human Rights Commission.

## **2 Research Methodology**

- 2.1** Between January and March 2021, letters were sent to 41 English children's social services authorities identified in the 2020 'Autism Plus' report as potentially operating Autism Plus policies.
- 2.2** As outlined in the 2020 report, authorities with Autism Plus policies differed in the permutations by which they singled out disabled children with autism for separate treatment: for example, by requiring that the child have, in addition to autism, a diagnosis and/or a learning disability and /or challenging behaviour and/ or a significant impact on the child's everyday living. These Autism Plus additional factors were outlined in the letters sent to each local authority.
- 2.3** Follow up letters were sent to those authorities that did not respond.
- 2.4** Final letters were sent to those authorities who did not agree that their policies should be changed, informing them that they would be named in a report that the DLS intended to publish and that the report would be shared with the Equality and Human Rights Commission.
- 2.5** 11 of the 41 authorities did not agree to change their policies and as such, they are named in Appendix 1.



### 3 Discussion

- 3.1 As noted above, of the 41 local authorities identified in the 2020 research report as having Autism Plus policies, all but 11 have agreed to amend their policies to resolve this problem. The 11 authorities that have declined to make these changes (and their policies) are listed in Appendix 1 below. It is however encouraging to note that positive change can come through dialogue, and we wish to record our thanks to those authorities who have responded so constructively to the discussions that have taken place over the last 18 months.
- 3.2 The research underpinning the 2020 'Autism Plus' report was undertaken in consequence of many distressed parents of children with autism approaching the DLS and other agencies (including Cerebra) reporting that their children had been denied an assessment by their authority's Disabled Children's team. They had been told that instead their child had to be assessed by a generic 'child in need' team. There were many reasons for their distress. These included the fact that the generic team had assessed their children using a process designed for children considered to be at risk of neglect or abuse; that the assessors appeared to have little or no knowledge of their child's impairment and the physical, social and attitudinal barriers that the family encountered as a consequence; that the support services that the generic team were able to provide were very limited (compared to those available to the Disabled Children's Team) and that the services that could be provided were inappropriate and not infrequently directed at correcting perceived parental failings.
- 3.3 The 2020 'Autism Plus' report found that many local authorities were treating disabled children with autism differently – and adversely. A 2021 report by the LEaP research programme<sup>5</sup> confirmed that parents whose disabled children were assessed by generic 'child in need' teams frequently expressed distress about the nature of the assessment process and that objectively the policies and practices of such assessments did indeed create a default position for those assessing disabled children, that assumed parental failings. The report also identified examples of local policies which denied disabled children assessed by

---

<sup>5</sup> L. Clements & A. L. Aiello *Institutionalising parent carer blame. The experiences of families with disabled children in their interactions with English local authority children's services departments* (Cerebra 2021).

generic ‘child in need’ teams, access to the specific statutory support services reserved for them by the Children Act 1989 and the Chronically Sick and Disabled Persons Act 1970.

- 3.4** A central question that arises out of the research programme is “Why should social care policies single out disabled children with autism for separate mention, let alone impose different rules regulating the assessment and the support they may receive?” One obvious response would be that autism might be mentioned, simply to confirm that the local authority’s policies apply to all disabled children including children with autism. Positive statements of this kind (which are found in a number of local authority criteria) are of course, welcome. However, given that the social care legislation does not mention specific impairment conditions (ie it is not ‘diagnosis’ dependent), it is difficult to understand the justification for local authority policies mentioning autism for any other reason – for example, by specifying that a disabled child with autism has to satisfy an additional requirement. Such ‘singling out’ would appear to create a ‘chilling effect’ on parents of disabled children with autism seeing support (compared to other parents of disabled children).
- 3.5** In our discussions with local authorities who have Autism Plus policies, it has sometimes been suggested that although disabled children with autism are assessed by a different children’s services team, they are treated in exactly the same way: a form of ‘separate but equal’ argument. As noted above, the research evidence strongly suggests that this is not the case.
- 3.6** Problematic as it is, that 11 authorities have decided not to amend their explicit Autism Plus policies, it is almost certainly the case that other authorities are applying similar policies. Since the publication of the 2020 ‘Autism Plus’ report (and the programme of contacting the 41 authorities commenced) we have come across other local authorities that have adopted Autism Plus eligibility criteria: authorities whose criteria were formerly impairment neutral.
- 3.7** In addition, as noted in the 2020 ‘Autism Plus’ report,<sup>6</sup> many families are reporting that they have been verbally advised that their authority’s policy incorporates Autism Plus criteria – although an inspection of their published criteria would suggest that the authority’s criteria are impairment neutral.

---

<sup>6</sup> P Bahri, L Clements, A L Aiello and T Hutchinson [\*Unlawful restrictions on the rights of disabled children with autism to social care needs assessments\*](#) (Cerebra 2020) paras 1.07 and 3.04.

- 3.8** A final concern of the research team relates to the general ‘unfitness for purpose’ of the criteria applied by many authorities. A significant number are – in essence – unintelligible<sup>7</sup> and several would appear to be unlawful.<sup>8</sup>
- 3.9** The 2021 ‘Institutionalising Parent Carer Blame’ report<sup>9</sup> identified as a root cause of many of these problems, the inadequacies of Department for Education guidance, first issued in 2013 and currently located in its 2018 ‘Working Together’ policy guidance:<sup>10</sup> guidance that placed responsibility on local authorities to draft and publish policies concerning the assessment process for (among others) disabled children.
- 3.10** It must by now be reasonably clear to the Secretary of State for Education, that local authorities have failed to develop and implement fit-for-purpose local assessment protocols, despite an instruction to do so almost a decade ago.

---

<sup>7</sup> Ibid paras 3.03 – 3.04.

<sup>8</sup> For example, by requiring that in order to be eligible, that all disabled children must have a formal diagnosis of their impairment.

<sup>9</sup> L. Clements & A. L. Aiello *Institutionalising parent carer blame. The experiences of families with disabled children in their interactions with English local authority children’s services departments* (Cerebra 2021) para 2.20.

<sup>10</sup> HM Government *Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children* (HM Government 2018).

## 4 Case Study

My son, Jordan was placed into the Children with Disabilities team in 2021. This is following fighting with the local authority for 8 years in accessing the right support for Jordan, having previously been in other teams within Children's Services.

Due to the stress over the 8 years, myself and my husband have suffered with complex health conditions which is now irreparable.

Jordan is now in the Children with Disabilities team, having had legal representation to make this happen.

His assessment identified the following services:

1. 18 hours of overnight respite. This is where a carer comes into the home to look after him and myself and my husband will leave the home to get the respite we need.
2. 3 hours a fortnight via Mencap. This is where a worker from Mencap will come to the home to do activities which Jordan wants.
3. Two 4-hour sessions each week of the holidays.



The two 4-hour sessions initially did not go well because the service which was contracted were understaffed and overstretched. We asked the social worker to allow us to use direct payments so we could employ someone ourselves to do the same role. We have now employed personal assistants, and this has worked so well for Jordan.

Had Jordan not been in the Children with Disabilities team, he would not have received the services described above. Before being in the Children with Disabilities team, we were always signposted, recommended family conference groups, placed into mainstream groups which may be suitable for some children, but not Jordan.

We always believed Jordan needed to be with the Children with Disabilities team because of the specialist services they provide, which other teams within children's services, do not provide.

We know so many parents are having to go through the same fight we did. It is a real shame because we know firsthand the impact this has on family relationships, health and well-being and would encourage families to seek legal advice and representation, like we did, to access the justice required.

Natalie Fawcett, Jordan's Mother

## 5 Appendix. Categorisation of Local Authority Autism Plus Policy

Local Authority	Eligibility Criteria
<p><b>1. Derbyshire</b></p> <p><a href="https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/disabled-children/disabled-childrens-service-terms-of-reference.pdf">https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/disabled-children/disabled-childrens-service-terms-of-reference.pdf</a></p>	<p>Examples of children who receive support from the DCS include the below:</p> <ul style="list-style-type: none"> <li>• A significant, permanent and enduring physical disability which leads to dependence on aids and adaptations to support daily living.</li> <li>• A significant sensory impairment (if the child or young person's needs cannot be met via the Community Sensory Team) that requires significant multi-agency support.</li> <li>• Children and young people with severe/significant global learning disability that is diagnosed by professionals.</li> <li>• Children experiencing complex health care needs, which may result in a physical or learning disability and that require significant multi-agency support.</li> <li>• <b>Autistic spectrum disorders (ASD) that are diagnosed by professionals and require significant and complex multi-agency support plans. In addition, the child will be displaying associated challenging behaviours to autism and significant communication difficulties.</b></li> </ul> <p>Autism follows a broad spectrum this could include undiagnosed children and those awaiting diagnosis and as such, there are many children who are managing well within mainstream education and supported by universal and emerging needs services. However, they may require more support and could be identified as a 'child in need' as defined by The Children Act 1989.</p>
<p><b>2. Lambeth</b></p> <p><a href="https://www.lambeth.gov.uk/sites/default/files/cyp-lambeth-cwd-eligibility-criteria.pdf">https://www.lambeth.gov.uk/sites/default/files/cyp-lambeth-cwd-eligibility-criteria.pdf</a></p>	<p>Disabled children and young people are eligible for an assessment from Lambeth CWD if they:</p> <ul style="list-style-type: none"> <li>• Reside in Lambeth</li> <li>• Are between the ages of 0-18</li> <li>• Have a diagnosed physical or mental impairment which is likely to have a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities</li> <li>• <b>This could include children with a sensory impairment, a learning disability, or an autistic spectrum disorder (ASD) with challenging behaviour as a result of their learning disability.</b></li> <li>• It also includes children with complex health needs and those with palliative, life limiting or life threatening conditions.</li> </ul>
<p><b>3. North Tyneside</b></p> <p><a href="https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/CDT%20Criteria%2011.10.21%20%28002%29.pdf">https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/CDT%20Criteria%2011.10.21%20%28002%29.pdf</a></p>	<p>The Children's Disability Team is committed to working in partnership to ensure children meet their desired outcomes, maximise their independence and prepare them for adulthood. Appropriate referrals include children aged 0 - 17:</p> <ul style="list-style-type: none"> <li>• With severe learning disabilities</li> <li>• With severe communication disability</li> <li>• <b>With Autism Spectrum Disorder, which has a significant impact on their communication needs, social and behavioural development</b></li> <li>• With global development delay • With severe sensory impairment • With complex physical disability.</li> </ul>

4.	<p><b>Northumberland</b></p> <p><a href="https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Disabled-Childrens-Team-Eligibility-Criteria-Jan-2022.pdf">https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Disabled-Childrens-Team-Eligibility-Criteria-Jan-2022.pdf</a></p>	<p>Whilst eligibility decisions are based on individual need and professional judgement, including to what extent the impairment affects their lives and the lives of those who live with and care for them, it is likely that a disabled child or young person will fit into one or more of the following definitions:</p> <ul style="list-style-type: none"> <li>• A significant, permanent and enduring physical disability</li> <li>• A significant learning disability</li> <li>• A significant and enduring communication disorder</li> <li>• <b>An Autistic Spectrum Condition which has a significant impairment on functioning</b></li> </ul> <p>A significant sensory impairment.</p>
5.	<p><b>Oxfordshire</b></p> <p><a href="https://www.oscb.org.uk/wp-content/uploads/2019/07/Managing-Referrals-for-Disabled-Children-Oxfordshire.pdf">https://www.oscb.org.uk/wp-content/uploads/2019/07/Managing-Referrals-for-Disabled-Children-Oxfordshire.pdf</a></p>	<p>The eligibility criteria for on-going support from the Children's Disability Social Work teams are detailed below. Children who have:</p> <ul style="list-style-type: none"> <li>• Moderate/ Severe Learning Disability - i.e. the child is functioning at a substantially lower than expected level for his/ her chronological age</li> <li>• And/ or substantial physical impairment - e.g. wheelchair user</li> <li>• <b>Autistic Spectrum Disorder but only with a moderate/ severe learning or physical disability</b></li> <li>• Sensory impairment but only with one or more of the above</li> </ul> <p>The Children's Disability social work teams, however, will not offer a service to children with any of the following unless they also have a moderate/ severe learning disability • ADHD • High functioning ASD • Dyslexia • Dyspraxia.</p>
6.	<p><b>South Tyneside</b></p> <p><a href="https://www.proceduresonline.com/southtyneside/childcare/chapters/p_access_support_cdt.html#criteria">https://www.proceduresonline.com/southtyneside/childcare/chapters/p_access_support_cdt.html#criteria</a></p>	<p>Details of those children who may need additional support as a result of their disability are set out below. For example, if a child is entitled to Disability Living Allowance at the higher rate, this is a good indicator that the CDT could become involved with the family, this includes for example:</p> <ul style="list-style-type: none"> <li>• Children with Cerebral Palsy, Muscular Dystrophy and other physical disabilities that significantly impact on the child's wellbeing;</li> <li>• Children/young people with severe learning disabilities;</li> <li>• <b>Children/young people with a diagnosis of Autism with complex needs and associated learning disability which has a significant impact on their communication needs, social and behavioural development;</b></li> <li>• Children/young people with multiple or severe disability;</li> <li>• Children/young people with global development delay;</li> <li>• Children/young people with severe sensory impairment;</li> <li>• Children/young people with complex physical disability and health needs.</li> </ul>
7.	<p><b>Suffolk</b></p> <p><a href="https://www.suffolksp.org.uk/assets/2020-08-27-Threshold-Guidance-for-Children-with-a-Disability-v1.pdf">https://www.suffolksp.org.uk/assets/2020-08-27-Threshold-Guidance-for-Children-with-a-Disability-v1.pdf</a></p>	<p>Appropriate referrals to the team would include:</p> <ul style="list-style-type: none"> <li>• Children will have a severe, substantial, and permanent disability or life threatening or life limiting illnesses</li> <li>• Children who have severe learning disabilities and attend either a special school for children with severe learning disabilities or are educated therapeutically at home.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children with physical disabilities that significantly impact on the child's ability to access the community, that require a high level of personal care support, without which their independence would be significantly restricted.</li> <li>• Children and young people with severe learning disabilities.</li> <li>• <b>Children and young people who fall on the severe end of the Autistic spectrum with associated learning disability which has a significant impact on their communication needs, social and behavioural development.</b></li> <li>• Children and young people with severe global development delay which seriously impedes daily functioning.</li> </ul>
8.	<b>Sunderland</b>  <a href="https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/service.page?id=TwxfopNgVk">https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/service.page?id=TwxfopNgVk</a>	<p>We are a specialist service targeted at those children and young people who are aged 0-17 years, who have:</p> <ul style="list-style-type: none"> <li>• A severe long-term physical or sensory impairment</li> <li>• A severe learning disability</li> <li>• A life limiting or life-threatening medical condition</li> <li>• <b>A diagnosis of autism and associated severe learning disability.</b></li> </ul>
9.	<b>Walsall</b>  <a href="http://www.mywalsall.org/ckfinder/userfiles/files/CWDEligibilityCriteria%203.pdf">http://www.mywalsall.org/ckfinder/userfiles/files/CWDEligibilityCriteria%203.pdf</a>	<p>A child or young person is eligible for a service from the Children with Disabilities team if he or she has:</p> <ul style="list-style-type: none"> <li>• A profound or severe learning disability; those children who tend to need significant support with most daily tasks.</li> <li>• A profound and multiple learning disability; the child has more than one disability with the most significant being a learning disability.</li> <li>• Severe physical disabilities.</li> <li>• Severe developmental delay in motor and / or cognitive functioning.</li> <li>• <b>Autistic spectrum where this has a significant impact on the child: persistent ongoing emotional and / or behavioural difficulties.</b></li> <li>• Severe sensory impairment (registered blind / profoundly deaf).</li> <li>• Complex and severe health problems that arise from disability, that are life threatening, degenerative or organic resulting in severe disability.</li> <li>• Mental illness only if this is within the context of a diagnosed disability.</li> </ul> <p>It is expected that the child's disabilities will have been diagnosed by a Community Paediatrician or similar health professional.</p>
10.	<b>Warrington</b>  <a href="https://www.mylifewarrington.co.uk/kb5/warrington/directory/advice.page?id=NCoEWW0cchY&amp;localoffer=0">https://www.mylifewarrington.co.uk/kb5/warrington/directory/advice.page?id=NCoEWW0cchY&amp;localoffer=0</a>	<p>Appropriate referrals include:</p> <ul style="list-style-type: none"> <li>• Children/young people who have a severe learning impairment/disability.</li> <li>• Children/young people with multiple or severe impairment or disability.</li> <li>• Children/young people with an impairment or disability with severe communication disability;</li> <li>• Children/young people with global development delay;</li> <li>• Children/young people with severe sensory impairment;</li> <li>• Children/young people with significant physical impairment/disability.</li> </ul>

		<p>Autism – Autism Spectrum Condition (ASC)  Children/young people with a diagnosis of core Autism will receive a <u>Statutory Assessment</u> and may receive further services if the child/young person is assessed as having significant learning disability or impairments which have a substantial impact on communication.</p>
11.	<p><b>Wirral</b></p> <p><a href="https://localofferwirral.org/listing/the-children-with-disabilities-team/#:~:text=The%20Children%20with%20Disabilities%20Team,people%20aged%20from%2000%20%E2%80%93%2016.">https://localofferwirral.org/listing/the-children-with-disabilities-team/#:~:text=The%20Children%20with%20Disabilities%20Team,people%20aged%20from%2000%20%E2%80%93%2016.</a></p>	<p>Appropriate referrals to the Children with Disabilities Team include children or young people with:</p> <ul style="list-style-type: none"> <li>• Severe physical disabilities that significantly impact on the child’s wellbeing</li> <li>• Severe learning disabilities</li> <li>• <b>A diagnosis of Autism with a severe learning disability (a diagnosis of autistic spectrum condition does not in itself meet the criteria for the service)</b></li> <li>• Multiple or severe disability</li> <li>• Severe sensory impairment in conjunction with a severe learning disability</li> <li>• Complex physical disability and health needs (for the youngest children there will usually be involvement from the continuing care team).</li> </ul>