

**IRD CHECKLIST FOR CHILDREN WITH DISABILITIES**

**This guide can only be used in conjunction with the IRD form by practitioners considering an IRD for a child with additional support needs.**

**This checklist will aid practitioners to consider the impact of the child/young person's additional support needs have on their capacity to take part in the process including the Joint Investigative Interview.**

**Wherever possible children/young people with additional support needs should be enabled to take part in the process, the decision on whether to progress to JII should only be made following careful consideration of the below with every effort made to provide the correct support.**

	Consider the following;
How does the child communicate?	<ul style="list-style-type: none"> <li>• Check with the school, nursery, health visitor or family (if appropriate)</li> <li>• If there is a Child Psychiatrist involved, they may be able to provide specific advice on strategies.</li> <li>• Is there a need for someone to support communication in the JII? Information from the Speech and Language Service is outlined in a separate document.</li> <li>• Does the child use visual aids, Makaton or sign language?</li> <li>• If so, is an interpreter required? Please refer to service information regarding interpretation and translation services.</li> </ul>
Does the child have a processing delay?	<ul style="list-style-type: none"> <li>• Check with all relevant parties how this impacts on the child's ability to manage information.</li> </ul>
Does the child have any particular requirements?	<ul style="list-style-type: none"> <li>• Does the child have a visual impairment?</li> <li>• If so, what specific adjustments and supports are required? (i.e., verbal explanation of room layout and the people present)</li> <li>• Is wheelchair access required?</li> <li>• Size of room / layout of room? (The child or young person may need space to pace or soft area for safety)</li> <li>• Facilities for personal care</li> <li>• Medical requirements such as medication, inhaler, EpiPen etc</li> <li>• Encourage child to take a comforting item</li> </ul>

	(e.g., teddy, blanket) into interview if this would soothe them.
Does the child have specific sensory processing differences (needs)?	<p>Is the child <b>hyper</b> sensitive? (child will require a reduction of stimulus, e.g., ear defenders)</p> <p>Is the child <b>hypo</b> sensitive? (child will require an increase in stimulus, e.g., weighted blanket or loud music)</p> <p>Hypo/ hyper sensitivity – an update will be required on the day from someone who knows the child as their presentation can change.</p> <p>You may need to consider:</p> <ul style="list-style-type: none"> <li>• Issues with lighting</li> <li>• Size, colour or layout of room</li> <li>• Does the child use fidget toys or a weighted blanket to help them remain calm?</li> <li>• Does the child use self-stimulatory behaviours (stimming, e.g., flapping, rocking)?</li> <li>• Stimming is self-soothing behaviour, which should be permitted and made safe</li> <li>• Does the child struggle with transitions?</li> <li>• If so, what resources are required? (</li> </ul>
Developmental stage?	<ul style="list-style-type: none"> <li>• What is the child’s level of understanding?</li> <li>• Will adjustments be required to account for this?</li> <li>• Does the child use visual aids?</li> <li>• Does the child need to be supported by someone known to them?</li> </ul>

**Authors**

Ruth Laing

Sharon Napier

Margit Mathews

July 2018

Updated December 2019