

Report of the Strategic Director of Children's Services to the meeting of the Executive to be held on 12 April 2016.

Subject:

BG

Personal Budget framework for children and young people with social care needs arising from complex health or disabilities.

Summary statement:

The reports sets a proposed framework for how the Council will allocate funding to meet the assessed social care needs of children and young people with complex health or disabilities.

Executive is asked to approve the proposed framework, including Resource Allocation processes and indicative funding offer.

Michael Jameson
Strategic Director Children's Services

Portfolio:

Health & Social Care

Report Contact: Gani Martins
(Assistant Director, Children's
Specialist Services)
Phone: (01274) 432904
E-mail: gani.martins@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 Following a period of public consultation during June to August 2015 (**see Appendix 1**), this report seeks approval of a Personal Budget framework for assessing and allocating resources to children and young people (and their families) that have on-going social care needs arising from complex health or disabilities.
- 1.2 Children, young people, parents/carers and key teams have been consulted on the proposed framework. A summary of the consultation feedback is provided.
- 1.3 Proposals are also made regarding how we move all existing service users across to the proposed framework.

2. BACKGROUND

- 2.1 Personal Budgets have been strongly reinforced through recent changes in the Child & Family Act and the Care Act:
 - They build on a child and family's strengths and inclusion in their local community
 - Direct Payments should be made available for disabled children assessed as requiring services under section 17 of the Children Act
 - Children & young people up to age 24 years who are assessed as needing a Single Education, Health & Care Plan are entitled to ask for support to be provided through a Personal Budget
 - Adults eligible for support and care plans from Adult Social Care are entitled to ask for support to be provided through Direct Payments
 - Personal Health Budgets should already be made available to people with continuing health care funding and should also become available to people managing long-term conditions.
- 2.2 An annual indicative budget will be provided to families once a social care assessment has confirmed the need for on-going social care support and a Resource Allocation Questionnaire has been completed. Parent/carers needs are assessed under distinct headings within the child's assessment. The Resource Allocation Questionnaire provides a score based on the best fit description of a child's needs. The family and social worker complete the Resource Allocation Questionnaire together.
- 2.3 If a child and family want to purchase services directly then a Direct Payment is the mechanism through which the Council passes finances to service users.
- 2.4 Personal Budgets will also provide the following benefits:
 - Offer better matched and more transparent levels of funding to meet children's assessed needs

- More joint planning which aligns social care funding to health and education funding
- The promotion of a culture change towards support which involve children and young people in their local communities
- A move away from dependence on higher cost specialist, in-house and/or residential services
- Greater use of Personal Assistants who families choose and employ themselves
- Decrease commissioning of higher cost agencies
- Increase early intervention and assertive support to meet as many needs as possible through short breaks
- Decreasing the need for costly emergency support

2.5 We want Personal Budgets to improve the following key outcomes for children and young people with needs arising from complex health or disabilities:

- **Learn, have fun & develop** – every child and young person is enabled to learn and develop in order to achieve their full potential
- **Be safe** - protecting the most vulnerable children and young people in the district
- **Equal & involved** (communication) – minimise the adverse effects of childhood poverty and reduce inequalities in the district. (42% of families of disabled children said that their child needed ‘lots’ of help with expressing needs/being understood).

2.6 Evaluation of the extended ‘Individual Budget’ pilot (Department for Education, July 2012) reported that the findings regarding the outcomes on choice and control were more conclusive than those on impacts. The following findings were for the families still engaged from when the pilot started in March 2010 (78 families):

- Drop out was most likely to occur before support planning
- Social workers perceived the review processes to be more inclusive, person-centred and supportive
- The use of Personal Assistants increased
- Families become ‘more creative’ as they become ‘more experienced’
- Families reported increased control and satisfaction with the support received
- The health of a quarter of children improved but deteriorated in 21%. This reinforced the need for close alignment of health assessments, plans and budgets as reinforced through Single Education, Health & Care Plans
- Reductions in parental concerns about their child’s safety on activities both within and outside the home
- Some improvements in perceptions of children’s attainment and enjoyment at school

- Significant improvement in both parents' and children's social lives
- Some improvements in economic well-being for both parents and young people, for example, six parents had entered employment since the baseline

2.7 The personal health budget programme was launched by the Department of Health in 2009. An independent evaluation was commissioned to identify whether personal health budgets ensured better outcomes when compared to conventional service delivery. The evaluation used a controlled trial. It compared the experiences of people who received personal health budgets with those continuing with conventional support arrangements.

2.8 The report, published in November 2012, made a number of recommendations:

- Personal health budgets were cost-effective and a wider roll out was supported

- High-value personal health budgets were most cost-effective

- Personal health budgets were cost effective for people with mental health problems and those receiving NHS continuing health care but the findings for

other health conditions were inconclusive due to small sub-samples sizes

- The budget-holders that were interviewed emphasised the value of clarity

about the size and boundaries of their budget

- The use of personal health budgets is likely to result in greater use of

'non-conventional' providers

- Further research is required to better understand the changes.

2.9 A small number of children and families in Bradford receive a personal health budget. The Council and Clinical Commissioning Groups work collaboratively on personal budget developments.

Analysis of present needs and spending

2.10 The Council does not have new funding to make available for Personal Budgets. Personal Budgets will need to be made available through following service budgets:

| Type of Support | Description | 2015-16 Budget £000 | 2015-16 Forecast £000 | Present number of children |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|----------------------------|
| Direct Payment | Direct Payment is a payment, paid to families/carers directly to arrange care instead of Children's Services providing the care. | 634 | 585 | 135 |
| Home Support | Support arranged through the local authority using an external provider to provide care and support for the child. | 435 | 330 | 64 |
| Council Respite Care | The use of the local authority's own in-house respite care provision at Clockhouse and Wedgewood | 1,356 | 1,334 | 75 |
| Shared Care | Shared Care aims to provide regular short term care for children and young people with disabilities, by linking them with approved in house carers. | 267 | 206 | 40 |
| Children Sitting Service | Children Sitting Service aims to provide regular short term care for children and young people with disabilities, by linking them with approved casual carers who look after them for short periods of time. | 33 | 27 | 30 |
| Administration | | 285 | 227 | |
| Total | | 3,010 | 2,709 | 344** |

**Please note some children might receive more than one type of support.

2.11 With support from In Control, Children's Specialist Services have undertaken a detailed cost analysis to inform the proposed Resource Allocation System (the tool to decide on the level of annual indicative funding to offer).

2.12 In Control is a national charity which leads the way in working with public sector organisations and service users to develop self-directed support and Personal Budgets. Our support was provided by a Senior Social Worker who developed Newcastle's Personal Budget framework which has now been in place for over two years.

2.13 This analysis provided the detail of the relationship between current spending patterns and the support needs of children to improve their outcomes. This analysis covered a cohort of 170 children and young people receiving packages of support through the Children with Complex Health or Disabilities Team (CCHDT). The analysis was completed towards the end of 2014. A number of these children will now have turned 18 and so no-longer receiving support through the Complex Health or Disabilities Team.

2.14 We excluded services from Behavioural Evaluation & Support Team (BEST), Autism Support Team & Children's Community Support Team from the analysis. The rationale is that Children's Specialist Services need to maintain these behavioural services for time limited, urgent and assessment work.

- 2.15 The analysis of the present funding profile indicated a weak and inconsistent match between present level of need and resources provided. This is not unusual in areas where a Resource Allocation System is not in place.
- 2.16 Within the original cohort there were approximately thirty children who had a radically different funding offer now than that indicated by the proposed Resource Allocation Questionnaire (RAS) score. Following detailed analysis, the Children with Complex Health or Disabilities Team consider this to unavoidable spend (e.g. these children are edge of care, subject to child protection plans or have very compromised parenting which increases level of support beyond the disability itself). As such, we removed these children from the analysis so that they do not disproportionately skew the funding offer going forward. We will though review these children’s care packages to ensure we promote self-directed support at all possible opportunities for all eligible families.
- 2.17 Under the proposed framework (**see Appendix 2**), an indicative budget will be provided to families once a social care assessment has confirmed the need for on-going social care support and a Resource Allocation Questionnaire has been completed with family members. Questionnaires will be applied for children aged 7 years and under (**see Appendix 3**), ages 7-11 (**see Appendix 4**) and ages 11 plus (**see Appendix 5**). The Resource Allocation Questionnaire provides a score based on the best fit description of a child’s needs.
- 2.18 The following are the proposed funding offers based on the above detailed analysis.

2.19 Under 7s funding offer

| Descriptor | Indicative funding offer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>Some support following a social care assessment as:</p> <ul style="list-style-type: none"> • Child is unable to access Universal Services because of complex health need and or disability; or children displaying challenging behaviour related to their disability. • Additional support required to safely access pre-school provision, short breaks or activities in the school holidays. | <p>Up to £1,500</p> |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>Lots of support following a social care assessment arising from all of the above plus:</p> <ul style="list-style-type: none"> • Main carer has additional caring responsibilities, for example, more than one child with a disability or younger children, partner also has health needs • More complex family circumstances leading to the need for more frequent breaks from caring role | Up to £2,500 |
| <p>Exceptional support following a social care assessment arising from all the above plus:</p> <ul style="list-style-type: none"> • Support required to prevent carer and family breakdown • Children has multiple complex, life limiting and continuing needs | Up to £4,000 |

2.20 Ages 7 plus funding offer

| RAS score | Indicative funding offer |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| No support 0-69 | £0 |
| Small Low 70-115 | Short Breaks Link Work for those children who need targeted support to access existing short breaks |
| Small Mid 116-130 | |
| Small High 131-145 | |
| Some low 146-160 | £3,000 |
| Some mid 161- 170 | £4,500 |
| Some high 171-185 | £6,500 |
| Lots Low 186-200 | £9,000 |
| Lots High 201-210 | £10,000 |
| Exceptional low 211-220 | £12,000 |
| Exceptional Mid 221-230 | £14,000 |
| Exceptional HIGH 231 plus | £16,000 |

2.21 Ages 11 plus funding offer

| RAS score | Indicative funding offer |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| No support 0-69 | £0 |
| Small Low 70-115 | Short Breaks Link Work for those children who need targeted support to access existing short breaks |
| Small Mid 116-130 | |
| Small High 131-145 | |
| Some low 146-160 | £5,500 |
| Some mid 161- 170 | £7,000 |
| Some high 171-185 | £9,000 |
| Lots Low 186-200 | £12,000 |
| Lots High 201-210 | £14,000 |
| Exceptional low 211-220 | £16,500 |
| Exceptional Mid 221-230 | £17,500 |
| Exceptional HIGH 231 plus | £18,500 |

Consultation

2.22 Children's Specialist Services worked closely with Parent & Carers' Forum for Bradford & Airedale to undertake a period of consultation.

2.23 On the 24 June 2015, we launched an 8-week consultation on the draft personal budget framework at two Parents' Open Forum events (one in Keighley and one in Bradford). Approximately, 70 parents/carers attended the events. We sent out letters to all families receiving support through the Children with Complex Health or Disabilities Team, letters home with children and young people that attended the Specialist Inclusion Project summer schemes, and also shared the website link on the Council's Facebook and Twitter pages.

2.24 The consultation gathered views on the:

- Outcomes the Council is seeking to achieve for disabled children and young people
- Draft framework and the Resource Allocation Questionnaires
- Proposal for the Council to protect behavioural support services
- Preferred ways to support families to manage their Personal Budgets (support planning)
- Moving existing service users across to the new framework and funding offer. A 15% protection was proposed so no families' care package would go up or down more than 15% as we worked towards aligning them to their new offer over 2-years.

2.25 During the 8-weeks consultation we:

- Worked with the Forum to meet with parent's groups across the district
- Worked with Barnardos and respite services to undertake sessions with children and young people's group
- Held an on-line survey with parents

- Held Open Forum meetings

- 2.26 43 parents/carers completed the online consultation questionnaire.
- 2.27 24 children responded to the children's questionnaire at consultation visits to key groups. 9 children's groups and 1 respite unit were visited as part of the consultation.
- 2.28 5 parents groups were visited as well as meeting parents/carers when dropping off and collecting children at the children's groups.
- 2.29 5 teams across the council were also consulted. Information was also shared with the Strategic Disability Partnership and the Learning Disability Partnership.

Responses to key questions

- 2.30 51% of parents/carers were in agreement with Behavioural Support Services being kept outside of the Resource Allocation System. It was felt that in case of emergencies or periods of crisis, behavioural services will need to act quickly. 23% of parents/carers were unsure due to not being familiar or having any knowledge/experience with the behavioural services.
- 2.31 50% of parents/carers were in agreement with the Council's main outcomes and 17% were unsure. Some parents felt certain areas that were missing included: support for appropriate level of independence, having choice/control, friendship, employment, care and support. These areas are actually covered within the detailed Resource Allocation Questionnaires.
- 2.32 The top three preferred sources of support parents/carers wanted to help with support planning were: Bradford Council's Support Options Team, other parents who already have a support plan and then wider family/friends.
- 2.33 70% of children and young people said they would prefer to complete their individual support plans themselves or with support from parents/siblings. 30% of children/young people wanting social workers/support staff to assist with support planning.
- 2.34 53% of parents/carers who provided feedback via the online consultation and also from the consultation events felt that the proposed funding bands were appropriate and fair. 9% of parents responding to the on-line survey were unsure. A few parents suggested that the 11+ range was too wide and for this to be split into small categories such as 11-16 and a 16+. The Council should keep this under review as the new integrated Preparation for Adulthood Service is implemented.
- 2.35 In terms of the proposed 15% protected offer over 2-years, 30% agreed and 30% were unsure. Some parents/carers had concerns that the Personal Budget will be less than what is needed for the services they require and use currently and felt that this was a way of the Council proposing further cuts to their care packages causing concern that they would be in crisis. We need to emphasise that there have been no direct cuts impacting on the new financial offer being made – the offer is based on the profiling of present spend.

- 2.36 The response to Personal Budgets as a service improvement throughout the consultation was generally positive. There were some worries expressed from existing service users about possible reductions to their existing care packages.
- 2.37 Feedback from face to face consultation was that parents/carers felt if a child is more in need, then they will suffer over the two year period, therefore it was argued that the identified needs should be met straightaway and not after two years. An individualised approach will need to be adopted so that packages of support continue to meet the assessed needs of children and families.
- 2.38 Learning from Newcastle reinforces the importance of training and support to Social Workers so they adopt person centred practice to motivate families on the benefits of Personal Budgets. Newcastle have made it clear that this process only works on an individualised basis involving all professionals, parent/carers, family and the child as part of the plan.
- 2.39 A Consultation Feedback event was held at the AGM of the Bradford & Airedale Parent's Forum on the 5 November 2015. Approximately, 40 parents/carers attended. This was a positive event. Some parents/carers expressed worries about transitions to adulthood and ways to manage this. Service Managers and parents/carers are now holding meetings to discuss the development of the new integrated Preparation for Adulthood Service.
- 2.40 Consultation has not necessitated any significant changes to the attached framework or Resource Allocation Questionnaires. *We are though undertaking further work to build parents understanding of the Personal Budget processes and tools.* During February 2016, we held further sessions, supported by In Control, involving social workers and parents together on Person Centred Planning and the Resource Allocation process.
- 2.41 Following concerns expressed about the proposed 2 year time frame to update assessments and move existing users across to the new framework, it is now proposed that we update assessments (if the last assessment was completed more than 12-months previously) and complete Resource Allocation Questionnaires on all eligible existing service users within 15-18 months of the launch of the new Personal Budget framework. *15-18 months represents a reduction of the 2 years proposed in the consultation.*
- 2.42 In response to concerns expressed through consultation regarding the 15% protection, for re-assessments moving children and families from the present system to the new RAS system, the new indicative offer will now become the starting point for drafting a support plan. For most children the new indicative budget will represent a fall or increase against the present spend. We will then agree a final annual budget which reflects the need to transition towards the new annual budget over the following 12-months. The new annual budget and support plan must demonstrate that it is sufficient to continue to meet the child's needs and achieve good outcomes. The indicative budget will be subject to annual review.
- 2.43 All support plans using the resource allocation/indicative budget must be agreed at the SEND Joint Resource Panel.

Monitoring the impact of the new framework on the take up of in-house provision over time

- 2.44 In-house unit costs are traditionally higher than services which families could purchase themselves through Direct Payments. This is as a result of staff ratios, building and central costs and overheads.
- 2.45 Newcastle's experience is that over time **new** families will tend to spend their Personal Budget on a range of activities and short breaks and not take up in-house provision. This will need to be closely monitored so we do not de-stabilise in-house provision which we expect will continue to be required by a number of families who do not want or would be unlikely to manage Direct Payments.
- 2.46 We will need to monitor and review the demand for in-house provision over the next 18-24 months and adjust commissioning of in-house provision accordingly. We expect that it will become apparent that in-house services do not occupy a preferred position in the market. It is reasonable to expect that over the next two years in-house provision may not be required at its present level. This though will also need to be balanced with the increasing numbers of disabled children and young people expected to need specialist services over the coming years. This will prompt discussions about the type and level of in-house provision which might be provided in 2 years time.
- 2.47 Presently, 75 children receive support through Clockhouse and Wedgewood. A Working Group has been convened to monitor and respond to the impact of changes and demand.
- 2.48 Meetings have been held with in-house managers to consider the potential impact on in-house provision. They are addressing how they will improve the marketing and flexibility of in-house provision.
- 2.49 We will continue to fund access to leisure/recreation for children with small support needs through short breaks. Link Workers will provide a period of targeted support to help children access community provision. If this is not successful then a small amount of individual funding may be made available. We also need to ensure that mainstream services also meet their requirements under Disability Discrimination Act and develop inclusive practices for those children who could access provision with some adjustments.

3. OTHER CONSIDERATIONS

- 3.1 Children and Adult's Social Care are working closely in order to support young people's preparation for adulthood. For example:
- One single Adult Services' Transition Team is now in place
 - Members of the Transition Team are now co-located at Margaret Macmillan Towers with wider SEND teams
 - Plans for Adult Services to lead a new integrated Preparation for Adulthood Service for young people aged 14 years plus are underway

- All infrastructure support for Direct Payments to be provided through one team (Support Options managed by Adult's Services)
- Joint assessment and planning with 16 and 17 years who receive support through the Children with Complex Health or Disabilities Team
- Working together to develop local support to help families work up their plans (support planning)

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The intention is that all children currently supported will have their assessment updated and Resource Allocation Questionnaire completed over 15-18 month from the start date of implementing the new framework. The last review date will be used to determine who will be assessed first. The maximum entitlement under the RAS is £18,500. There are currently 46 (or 18%) children receiving support that costs more than £18.5k per annum.
- 4.2 In order to gauge the financial impact of the proposed RAS against the cost of current provision, the service modelled the Resource Allocation Questionnaire to the current assessment framework for 170 children in 2014/15, of whom 130 children continue to be service users at February 2016. From this, 8 young people have been excluded as they were deemed to be unable to safely manage with the potential indicative allocation (Edge of Care). The remaining 122 young people represent approx 51% of the current number of children supported by the service for which the RAS will be applied. The results were as follows:

| Description | Number of Children | Cost of Current Offer £000 | Cost of New RAS £000 | Cost of RAS if no transitions from existing package £000 |
|--------------------------|--------------------|----------------------------|----------------------|----------------------------------------------------------|
| Assessed against new RAS | 122 (51%) | 1,133 | 788 | 1,305 |
| Not Assessed | 116 (49%) | 1,026 | | |
| Total | 238 (100%) | 2,159 | | |

- 4.3 Any disputes in the new RAS allocation will be resolved through the established Complaints Procedure. The assessment of the 122 cases showed that if everyone moved to the new RAS there could be a potential saving of £673k but this is very unlikely as transitional arrangements will be need to be agreed with families.
- 4.4 If the care packages are not aligned with the new RAS for the individual who indicative budget reduces then there could be a potential annual cost of £336k. The above scenario assumes that the individuals take on a similar type of support as offered currently. There is a risk to the local authority in respect of two respite homes (Clockhouse and Wedgewood) if carers decide to send their children to alternative providers or make other care arrangements.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 The following issues and risks have been identified in respect of the move to Personal Budgets. A possible mitigation is also provided against the identified risks. A risk register is in place.

| Type of Support | Issue | Risk | Mitigation |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Direct Payment | No specific issue identified | None | None |
| Home Support | We need to establish if there are any contractual agreements between external providers and the local authority for care provision. | We potentially could still have a financial liability against existing contract. | Ensure that contracts are ended timely if the support is not required. |
| Council Respite Care | The two respite homes will have to trade in order to cover the cost of service provision. Clockhouse will be charging £21 per hour for a total provision of 31,851 hours and Wedgewood will be charging £26 per hour for a total provision of 32,490 hours. | The risk is that firstly carers might not use our in house respite care and secondly that the children attending the in house provision will require higher care need. | There needs to be a constant monitoring of the usage of the respite homes and if they are under used then there could be a probability the LA will need to close one or both homes. The LA could also consider a subsidy in order to keep the homes open and reduce the charge out rates to children. |
| Shared Care | No specific issues identified | None | None |
| Children Sitting Service | No specific issues identified | None | None |

6. LEGAL APPRAISAL

- 6.1 Personal Budgets have been strongly reinforced through recent changes in the Child & Family Act (2014) and the Care Act (2014).
- 6.2 The Council's new and transitional (for existing service users) funding offer will always need to demonstrate that it is sufficient to meet the individual and assessed needs of eligible children and their parent/carers.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

- 7.1.1 This new framework impacts directly on children and young people with disabilities and their parent/carers. An Equality Impact Assessment has been completed.

7.2 SUSTAINABILITY IMPLICATIONS

- 7.2.1 Bradford Council, as the community leader for Bradford District, pays special attention to the needs of those with complex health and disabilities. This means that as far as is practicable, we need to support quality of life, long term life chances and fuller participation in public life. The Personal Budget Framework provides a foundation for assessing and allocating resources both on a child by child basis and for the overall use of resources in the long-term. This forms a core aspect of supporting the District's prosperity, wellbeing and resilience.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

7.3.1 None.

7.4 COMMUNITY SAFETY IMPLICATIONS

7.4.1 The new framework provides opportunities so that children and young people can access as many local activities as possible, have choice as to the services where they feel safe and enjoy their lives.

7.5 HUMAN RIGHTS ACT

7.5.1 Personal Budgets seek to remove social and other barriers to disabled children's inclusion. Disabled children, like all children, have important rights under the UN Convention on the Rights of the Child:

- To be included in their local community and to do the kinds of things that non-disabled children do
- The right to support to help them do those things
- The right to take part in play, cultural and leisure activities and to freely express themselves in these ways
- The right to live with their parents unless this is not in their best interest
- The right to services to make it possible for their families to look after them
- The right to express their views and for these to be taken into account

7.6 TRADE UNION

7.6.1 The implementation of Personal Budgets has no immediate direct staffing implications, however staff will be kept apprised of on-going work and any potential changes which may result.

7.7 WARD IMPLICATIONS

7.7.1 This affects all wards.

7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

7.8.1 This affects all wards.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. OPTIONS

9.1 For the Council to deliver the requirements and aspirations for Personal Budgets and self-directed support, the proposals set out in this report would need to be supported.

10. RECOMMENDATIONS

- 10.1 That the proposed Personal Budget Framework, Resource Allocation processes and indicative funding offer for children and young people with social care needs arising from complex health and disabilities, be approved as detailed in this report.
- 10.2 That Officers ensure that all funding offers reasonably meet the assessed needs of individual children and their parent/carers.
- 10.3 That Officers ensure that for re-assessments, moving children and families from the present system to the new RAS system, the new indicative offer will be a starting point for drafting a support plan.
- 10.4 That Officers then agree a final annual budget which reflects the need for transition towards the new annual budget over the following 12 -months.
- 10.5 That Officers undertake a briefing for all elected members following the May elections.
- 10.6 That Officers produce a Plain English guide of the new framework.

11. APPENDICES

Appendix 1 – Consultation Summary

Appendix 2 – Personal Budget framework

Appendix 3 – Resource Allocation Questionnaire – 0-7 years

Appendix 4 – Resource Allocation Questionnaire – Ages 7 Plus

Appendix 5 – Resource Allocation Questionnaire – Ages 11 Plus

12. BACKGROUND DOCUMENTS

None.

Appendix 1 - Children & Young People's Personal Budgets - Consultation Summary

This summary analyses the feedback from the Personal Budget consultation which took place from 24 June to 19 August 2015.

We made available an online questionnaire via the Council's website and sent out letters with the website link to all parents who would be affected by the changes. We sent out letters to all families that are supported through the Children with Complex Health or Disabilities Team (CCHDT), letters home with children and young people that attended the Specialist Inclusion Project summer schemes, and also shared the website link on the Council's Facebook and Twitter pages.

The Parent's Forum for Bradford & Airedale, Phoenix Stay & Play Group and Bradford Toy Library also shared the website link on their individual Facebook pages to parents/carers.

There were 43 individual responses to the online consultation questionnaire.

There were 24 responses to the Children's questionnaire which was completed at various leisure and recreational groups across Bradford and Airedale.

There were two consultation events throughout the consultation period, 1 held in Bradford during the day with approximately 50 individuals at the event and 1 in Keighley on an evening with approximately 20 individuals.

The Groups/Teams that were visited during the 8 week consultation period:

Childrens Groups

West Bowling Youth Service Group
MD Group (Specialist Inclusion Project)
Ilkley Nell Bank Youth Club
FAB Club (Specialist Inclusion Project)
Phoenix School Summer Scheme (Specialist Inclusion Project)
Delius School Summer Scheme (Specialist Inclusion Project)
Southfield School Summer Scheme (Specialist Inclusion Project)
Parkwood Youth Service Group
Bradford Autism Support Groups
Clockhouse Respite Unit

Parents Groups

Friends of Phoenix School stay and play
Aware stay and play
Bradford Toy Library
High Park School stay and play
SNOOP

Teams & partnerships

CCHDT

Support Options Team

Adult Services' Transitions Team

SEND Strategic Partnership

Strategic Disability Partnership Group & Learning Disabilities (via Sue Haddock and Darryl Smith)

Short Breaks Steering Group

Set out below are the key questions the council asked in its online consultation questionnaire:

1. What age is your child or young person?

| | |
|---------------|-----|
| 0 – 4 years | 2% |
| 4 – 10 years | 28% |
| 11 – 19 years | 51% |
| 19+ years | 19% |

2. What Special Educational Needs or Disabilities does your child have? (please click all that apply)

| | |
|--------------------------------|-----|
| Chronic illness | 5% |
| Communication including Autism | 70% |
| Development/Learning | 72% |
| Dual Sensory Impairment | 12% |
| Emotional/Behavioural | 28% |
| Hearing Impairment | 14% |
| Life limiting illness | 9% |
| Mental Health | 9% |
| Physical Impairment | 28% |
| Visual Impairment | 14% |
| Downs Syndrome | 30% |

3. Do you agree with the Council's main outcomes?

- a. Learn, have fun and develop
- b. Be safe
- c. Be equal and involved

50% of parents agreed whilst 33% of parents disagreed and 17% of parents were not sure.

The comments from those parents who felt certain areas were missing are set out below:

“work towards an appropriate level of independence ”

“Have choice and control over their life choices”

“mention of friendships and employment”

“Care and Support – at a level suitable for the individual needs”

4. The Council thinks Behavioural Support Services should be available independently of the Resource Allocation System. This is so behavioural support is available quickly to any family in crisis or need of support. Do you agree?

51% of parents agreed whilst 26% of parents disagreed with this question. There were 23% of parents who were not sure and it appears from the comments that this was due to them not being familiar or having experience with the behavioural services. There was 1 comment which was in agreement with the Council’s proposal but the parent felt that the behavioural services needed to act sooner when in periods of crisis.

5. Do you think we have covered the most important areas on the Resource Allocation System Questionnaire?

53% of parents felt that we have covered the most important areas whilst 37% of parents disagreed and 9% were not sure. Parents commented on the areas which they felt were missing. The comments were as follows:

“I think there are points that aren’t relevant when assessing a need for a personal budget.

“What relevance are Q1 and Q7. Assessments should be based on the immediate family and not Q9. The questions on the RAS are very ambiguous and not written clearly enough. I don’t think this questionnaire covers the complex and varying needs that children have. It should be an add on to a more qualitative review process”

“opportunities to continue with further education”

“what happens if the needs of our child changes suddenly, do they have to go through a complete reassessment?”

“access healthcare that is appropriate with support”

“opportunities to work, opportunities to live independently”

“how to access the community safely and be responsible”

Parents were then asked to further comment on the proposed funding bands. The comments that appear to be supporting the proposed funding bands are as follows:

“That looks sensible”,

“Seems OK. More information as to what is happening Post 16 please”

“I think the 11+ range is too big, possibly 11 – 16 and then a 16 – 19 and 19+ as a young person age 18 is wanting to do so much more than a younger teenager and would be beneficial as the individual gets older and leaves school”

“This seems fine but I think some areas need a more qualitative approach as you cannot put a score against some of the questions on the Resource Allocation Questionnaire”

“For our families these budgets will work well providing the correct banding is proposed

for each child”

“Can a young person get independent support to complete this form?”

The comments that appear to not agree with the proposed funding bands are as follows:

“Bad for families and kids, unfair as it’s the same people affected by cuts”

“severely affect most vulnerable children and is unfair”

“Concerned that the individual budget will be less than what is needed for the services we require and use at the moment. Concerned that the person helping to complete the assessment will not understand out child or his needs”

“I don’t think there is enough money because if my child needs to go more due to an emergency situation then how would this be covered”

“a resource allocation system may need to use funding bands but these should not be shown or listed in the questionnaire. How is this choice? By doing this you are asking a parent to categorise their child when they should be free to explain what the needs of their child are. Your questionnaire limits them. Including them in the questionnaire also provides potential abuse of the system. When people know what funding band carries the most points then they might try to make things fit that box! This is supposed to be a needs led process and this isn’t”

“it is a big jump from short breaks link work to £5500. If you have a supportive family you are much less likely to score highly in the questionnaire”

6. Who would you prefer to help you with putting in place all the services you want in your child’s plan? (Please tick the top 3 that apply)

45% - Family

29% - Friends

24% - An agency outside the council to help you plan

7% - Independent Commissioned Agency

64% - Bradford Council’s Support Options Team

14% - Your allocated Social Worker

48% - Other Parents who already have a Support Plan

14% - Someone else - 2 parents have commented “School teaching staff”

7. In terms of children already receiving social care support, do you think it is fair for the Council to agree to not increase or decrease any annual spend by 15% for two years following a child’s updated assessment?

30% of parents agreed that they felt this was a fair proposal for current service users however 40% of parents felt that this was an unfair proposal. 30% of parents were not sure and some of the comments as to why parents felt like this were;

“If a child is assessed as being significantly more in need, then the needs will not be met by a 15% increase and children / families will suffer as a result over the 2 year period, therefore this support needs to be put in straightaway”

“It should be needs led not based around financial constraints, a 15% reduction in the

budget we receive could potentially send our family into crisis”

“as long as the assessment is done fairly and a quick and efficient appeals or change of circumstance is available”

Set out below are the key questions the Council asked in its Children’s Questionnaire (which was used through a workshop approach)

1. Do you go to any of these places in your spare time? (Please circle)

Below is a list of the circled groups the children and young people attend or have as part of their care plan.

Inclusion Project

Shared Care

Direct Payments

Home Care

Clockhouse Respite

Bradford Disability Sports

SNOOP

2. Who would you like to advise you to plan and choose what to do in your spare time? (Please circle)

45% - Myself

25% - Parents / Siblings

17% - Social Worker

13% - Teachers / Support Staff

3. What things would you like to do in your spare time?

Dance / Sports / Wheelchair Football / Playing outside

Travel / Cinemas / Shopping / Visit Friends

Go more to Clockhouse

Work

4. Who would you like to support you with what you do in your spare time?

6 children voted for friends / peers

13 children voted for family members

8 children voted for carers / support workers

The range of comments from parents/carers is wide. The broad response to Personal Budgets as a service improvement throughout the consultation was generally positive. The interest and positive attitude to Personal Budgets is tempered with worries from existing service users about possible reductions to their existing care packages.

It is clear that some parents have struggled to understand the RAS questionnaire and the criteria/scoring system. This is likely the reason some parents/carers believe some of the questions are irrelevant or don't cover certain areas when in fact those areas are covered by the questionnaire. Parents/carers will need on-going support, training and/or a "booklet" on needs, outcomes and the Resource Allocation process.

Concerns were also raised from parents/carers that any "cut in their current care plans will cause real stress and strain". We will need to make it very clear how this situation will be worked through on an individual basis. The Council's funding offer will always need to demonstrate that it is sufficient to meet the assessed needs of children and their parent/carers.

Inclusion Development Social Worker (October 2015).

Appendix 2

Personal Budgets – a proposed framework for children and young people with social care needs arising from complex health and/or disabilities across the Bradford district

Section 1- Introduction

Universal and targeted services are the starting point of our offer to children and families.

Bradford Council continues to work hard to improve its universal services so that disabled children and young people can access as many local activities as possible. On-going improvements are being made through staff training, inclusion and link workers, play partners and better multi-agency approaches to support disabled children and young people in mainstream settings. Universal settings offer a wide range of activities and a chance for disabled children and young people to mix with non-disabled peers.

A Personal Budget may be necessary if a child's needs cannot be met through universal and targeted services.

The Council has been working closely with In Control in order to develop our personal budget framework. We are indebted to the work and support we have drawn from Newcastle City Council's model.

At this stage we already provide Direct Payments to families who request them following a social care assessment of need.

A small number of families are also using Personal Health Budgets under Children's Continuing Health Care.

Parents and young people can also now request a Personal Budget if they are assessed as needing a single Education, Health and Care (EHC) Plan.

A Personal Budget is the indicative annual amount allocated to a child's support needs following a social care assessment. Parent/carers needs are assessed under distinct headings within the child's assessment. This provides the family with choices beyond the social care services provided directly by the Council. Personal Budgets ensure individuals know:

- How much money is available for a child's assessed needs
- The outcomes which the funding has to support
- Flexibility about how and when the funding is spent.

The Council has no additional funding available for Personal Budgets. We will make funding available through the existing budgets spent on:

- Home care support
- Direct Payments
- Residential respite at Wedgewood and Clockhouse (not the Behavioural Evaluation & Support Team – B.E.S.T.)
- Shared Care (short stay) fostering

- Home sitting
- Short breaks.

We have **not** included our behavioural support services within the Personal Budget framework. We believe that we need to ensure these services remain available for families through periods of crisis and in order to provide intensive support for time limited periods and/or behavioural assessments.

Section 2 - Outcomes

The Bradford District Children's Trust's vision for services for children and young people includes the following pledge:

Every child and young person will enjoy living in the district and will achieve as much as they can as they grow up and develop.

We will work together to make the district a place where children and young people from all communities and backgrounds feel safe and have opportunities to improve and enjoy their lives.

The three most important outcomes we are seeking are:

- **Learn, have fun & develop - every child and young person is enabled to learn and develop in order to achieve their full potential**
- **Be safe - protecting the most vulnerable children and young people in the district**
- **Equal & involved (communication) – minimise the adverse effects of childhood poverty and reduce inequalities in the district.** (42% of families of disabled children said that their child needed 'lots' of help with expressing needs/being understood).

Children and young people with complex health and/or disabilities may also need a greater level of support across a range of health related activities. National research shows that being comfortable and not in pain, maintaining a balance between health and quality of life, easy access to health services and the supply and availability of equipment are important factors in being healthy. *Most of these needs will be met through local universal and targeted health services. If children's needs appear to remain unmet then Children's Continuing Health Care may undertake an assessment and a personal health budget may be provided.*

In our SEND Joint Review (July 2013) and the consultation on this framework, disabled children and young people themselves reinforced:

- they would like to lead the choice about what is in their plan
- the importance of one-to-one support/mentors that understand their need and help them access services and make friendships.
- children said it helps them when their parents also have support to understand their needs and have a break.
- a lot of children and young people really enjoyed and benefited from specific support groups.
- frustrations at having to keep explaining absences at and around school and appointments affecting their attendance records and missing the same lessons.
- bullying – they felt that they rather than the bullies were excluded from day-to-day life at school.
- parents to support their independence and sometimes ‘let go’ more.
- they want to do the same activities as non-disabled children and young people but need support, for example, independent travel or transport.
- giving them the full range of choices available to them as they approach adulthood.
- they would like later appointments or more appointments in and around school.
- they would prefer weekly rather than monthly support and activities.
- more safe/chill spaces at school.

Parents and carers reinforced:

- assessment and plans worked well when agencies communicated with each other and spent time getting to know children and young people.
- the importance of having someone to act as a first point of contact.
- parents made positive comments for more choice/flexibility through Individual Budgets though they shared professional concerns about accessing quality services.
- when they had been used, parents spoke positively about more flexible drop-in support, support from peers and voluntary organisations.
- wanting to reduce multiple assessments and repeating information.
- having flexible transport options.
- there is a lack of support where their child does not have a Learning Disability but still has issues with social exclusion
- transition – many reported it was too late, lack of information and restricted choices.
- a lack of clarity and transparency around thresholds.
- That it is not easy to access behaviour/parenting support – want earlier and drop-in support.

Section 3 - Levels of need

Services to children and young people with disabilities or complex health are provided at the following levels which are reflected in our Local Offer:

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CHILD ACHIEVING EXPECTED OUTCOMES. Some children may require an adjustment from universal services to ensure their needs are met.</p> <p>Personal budgets will not be available at this level.</p> | <p>Services from: Bradford Families Information Service, schools, GP, integrated youth services, schools nurses, children’s centres, health visitors, leisure centres, childminders, out of school clubs, voluntary and community groups, holiday play and care schemes; youth clubs, sports clubs and benefits advice.</p> |
| <p>CHILDREN WITH ADDITIONAL NEEDS who may need to attend targeted services or may need a small amount of additional support to access services</p> | <p>Bradford Families Information Service brokerage and one to one support.</p> <p>Children may also receive additional support from: Parent Partnership Service schools, children’s centres, portage, youth service and play teams support to access mainstream leisure and recreation. Connexions personal advisors working with young people and the development of inclusive places in out-of-schools groups & occupational therapy support.</p> <p>Additional support from short breaks and link work, for example, targeted groups and/or groups with enhanced staffing levels.</p> |
| <p>CHILDREN WITH MULTIPLE AND COMPLEX NEED. These children are likely to need some support and supervision and this may include 1:1 support from specialist services.</p> <p>Personal Budgets may be available at 145 points and above on the Resource Allocation Questionnaire</p> | <p>Bradford Families Information Service brokerage and one to one support.</p> <p>Family support, residential and/or community based services and following a social work assessment may also receive:</p> <p>Home-based care, day care and/or overnight short breaks provided under Section 17 of the Children Act.</p> |
| <p>CHILDREN WITH ACUTE OR HIGHLY COMPLEX NEEDS. Services are required to address high levels of risk or to prevent the need for long term accommodation. This will likely require lots or exceptional levels of support or may include 2:1 support from specialist</p> | <p>Bradford Families Information Service brokerage and one to one support.</p> <ul style="list-style-type: none"> Family support, residential and community based services and/or following a social work assessment may also receive : |

| | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| services. | <ul style="list-style-type: none"> • Home-based, day care and/or more frequent overnight short breaks under Section 20 of the Children Act – (looked-after child) |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

At Levels 1 & 2, it is good practice for agencies to use the Common Assessment Framework (CAF) or early support Family Services plan. Children’s Specialist Services (Social Care) would not usually be involved at these levels but they may provide advice and support to agencies completing an assessment in some situations.

Short break link workers will support families to access targeted short breaks where this has not been successful through information and advice given by Bradford Families Information Service.

At Levels 3 & 4 (and where it appears it may be necessary to make a Personal Budget, for example, because Families Information Service and/or Link Work has not been able to include a child in short breaks), a social work assessment will be required. This will build directly on the CAF or Early Support Plan which should be in place.

Section 4 - Steps towards a Personal Budget

We will adopt the following stages:

- **Assessment (to be completed within 9 weeks of the decision to assess)**

If a child or young person needs support at levels 1 & 2 we will work within an Early Help plan. Support will be provided at these levels without a Personal Budget as children's needs are met through the universal and targeted services which are already commissioned and available.

Children who may require support at levels 3 & 4 will need a social work assessment. Parent/carers needs are assessed under distinct headings within the child's assessment. As part of these assessments, a Resource Allocation Questionnaire will also be completed to help us offer an annual indicative budget. The Resource Allocation Questionnaire is completed jointly with parents/professionals. We have developed a statement for support to children aged 7 years and under and Resource Allocation Questionnaires for primary and secondary school age children.

- Drafting a plan (within 9 to 13 weeks of the decision to assess)

If assessed as needing on-going social care support, the family and the allocated worker will work together to decide how they will use the annual indicative budget. The plan needs to show how it will meet the child's assessed needs across the year as a whole. It will form part of a single EHC Plan if a child has one.

At this stage, individuals will need to decide if they want:

- A Direct Payment so they can manage the budget themselves. The social worker will make an immediate referral to the Council's Support Options Team
- The Council to hold the budget and arrange the support set out in the support plan
- Mix of the above.

Children and Adult Social Care are working together on a local arrangement for third party support to families.

- **Agreeing a plan (within 13 weeks of the decision to assess)**

When the social worker and team manager authorise the draft plan, it will then go for agreement to the Special Educational Needs and Disabilities (SEND) Joint Resources Panel. If there are any disagreements with the draft plan and/or level of funding the social worker and team manager will try and resolve these with you before going to the Joint Resource Panel. The Joint Resources Panel will sign off the plan and they will ensure any joint funding decisions are joined up and made in a timely way.

If you are using Direct Payments and/or planning to employ Personal Assistants the Council's Support Options Team will visit and go through how these arrangements can be set up.

- **Going live with the plan**

The services set out in the support plan will now be in place. This may include:

- Services provided by the Council
- Support through agencies that have a partnership with the Council (the council will have checked they have key policies in place)
- Personal Assistants directly employed by the family (with support and advice provided safeguarding and on being an employer)
- Mix of the above as agreed in the plan

If you have some services directly provided by the Council the costs of these will be deducted from the amount available to spend through a Direct Payment.

• **Review**

These will take place with every family. Reviews focus on the child's outcomes and needs and how well the plan is addressing these. The frequency of the review will depend on services which make up an individual's plan.

If the child or young person has more than 75 overnights in local authority provided accommodation away from home or overnights away from home in two different places, an Independent Reviewing Officer will be involved.

Reviews will look at:

- How well the child is doing in terms of their needs and aspirations
- What is working well to meet the child's needs
- What is working less well or might need to change to meet the child's needs
- Important actions going forward.

If there are major changes which mean that a child may need much more support, an updated assessment may be needed. For example, if a child's situation changes so much that it appears they may need to move from needing 'some' support to 'exceptional' support. Otherwise changes at the same level of need can be managed through the review process.

• **Audit & safety**

The Council is still required to ensure that children are protected, services are safely provided and public money is spent well. Everyone who is working with children through Council funds will be required to have an enhanced disclosure and barring service check. Financial records must be kept by all people receiving a Direct Payment. Financial audits will also be undertaken.

Section 5 - funding bands

Under 7s funding offer

| Descriptor | Indicative funding offer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>Some support following a social care assessment as:</p> <ul style="list-style-type: none"> • Child is unable to access Universal Services because of complex health need and or disability; or children displaying challenging behaviour related to their disability. • Additional support required to safely access pre-school provision, short breaks or activities in the school holidays. | Up to £1,500 |
| <p>Lots of support following a social care assessment arising from all of the above plus:</p> <ul style="list-style-type: none"> • Main carer has additional caring responsibilities, for example, more than one child with a disability or younger children, partner also has health needs • More complex family circumstances leading to the need for more frequent breaks from caring role | Up to £2,500 |
| <p>Exceptional support following a social care assessment arising from all the above plus:</p> <ul style="list-style-type: none"> • Support required to prevent carer and family breakdown • Children has multiple complex, life limiting and continuing needs | Up to £4,000 |

Primary School funding offer

| RAS score | Indicative funding offer |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| No support 0-69 | £0 |
| Small Low 70-115 | Short Breaks Link Work for those children who need targeted support to access existing short breaks |
| Small Mid 116-130 | |
| Small High 131-145 | |
| Some low 146-160 | £3,000 |
| Some mid 161- 170 | £4,500 |
| Some high 171-185 | £6,500 |
| Lots Low 186-200 | £9,000 |
| Lots High 201-210 | £10,000 |
| Exceptional low 211-220 | £12,000 |
| Exceptional Mid 221-230 | £14,000 |
| Exceptional HIGH 231 plus | £16,000 |

Secondary school funding offer

| RAS score | Indicative funding offer |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| No support 0-69 | £0 |
| Small Low 70-115 | Short Breaks Link Work for those children who need targeted support to access existing short breaks |
| Small Mid 116-130 | |
| Small High 131-145 | |
| Some low 146-160 | £5,500 |
| Some mid 161- 170 | £7,000 |
| Some high 171-185 | £9,000 |
| Lots Low 186-200 | £12,000 |
| Lots High 201-210 | £14,000 |
| Exceptional low 211-220 | £16,500 |
| Exceptional Mid 221-230 | £17,500 |
| Exceptional HIGH 231 plus | £18,500 |

Section 6 – Children already receiving packages of support

All *new* assessments will follow the processes set out above in this consultation.

We need a managed approach to children and families who already receive a package of social care support. We plan to focus on those young people aged 17 years or under. We will address the needs of 17 years through transitions into Adult Services.

It is expected that it will take at least 15-18 months to take all existing service users across to the new framework. Re-assessments will need to be phased and generally aligned to updating children's assessments every two years. All new support plans using

the resource allocation/indicative budget must be agreed at the SEND Joint Resource Panel.

Appendix 3

The support available from Bradford District City Council for Disabled Children Ages 0-7 and their Families. (Version March 2016)

Introduction

Bradford City Council is committed to supporting all children with disabilities and/or complex health to learn, have fun and develop, be safe and to be equal and involved.

The Council is also committed to fulfilling our duty to provide families with a short break. Bradford has many opportunities for children under seven. The council provides some of the opportunities directly and the voluntary sector, education settings and the NHS provide more opportunities. These opportunities include:

- Children's Centres & enhanced provision through Children's Centre Plus
- Nursery and Playcentres
- School and after school clubs
- Childminding
- Community Nursing Service
- Small Grants Awards
- Children's Sleep Counselling Services
- Contact a Family
- Bradford Autism Support
- Bradnet
- AWARE
- Children with Complex Health or Disabilities Team
- Families Information Service
- Disability Advice Bradford
- SNOOP
- Bradford Toy Library
- Play Partners

The council will do all it can to support you to connect with opportunities for your child. We know that different workers in the council and voluntary sector can advise you about these opportunities. Where there is more than one worker involved we will discuss with you who putting in place an Early Support Plan. This plan should be clear about who is doing what and who the main professional for you to contact is.

There is also a range of parents' groups so that parents support each other. Information about parent to parent support can be found at the end of this document. When the council staff meet you and your family we will work towards supporting you and your child to be included:

- In all opportunities available to all children (universal service)
- In services which are set up specifically to support disabled children and/or children with complex health needs. (targeted services)
- In community activities and opportunities (playgroups, nurseries etc)

The council is committed to supporting families with babies and young children who have disabilities and/or complex health needs through seeking to include families and children in Bradford's vibrant learning and social life.

Funding to support the universal offer

For most children with disabilities and/or complex health needs the council, with our NHS and voluntary sector partners, can support families to get connected to the support they need. *Some parents of 2 year old children are entitled to 15 hours free early education if they claim certain benefits, if they are on a low income and claim tax credits.*

Children who have a statement of special educational needs/an education, health and care plan or who claim Disability Living Allowance (DLA) are also entitled to 15 hours free early education at age 2 regardless of their parents' income. Furthermore, all three and four year olds are entitled to 15 hours free early education. The council will work with education and NHS staff to ensure that disabled children have access to these opportunities. Individual funding is sometimes also needed to ensure that the child has additional support at nursery so they can play with other children their age. A key worker will work with the family to work out what funding is required.

Some issues the council considers when it makes funding allocations

Some children have complex needs and universal and targeted are not sufficient for them to reach their potential. In some circumstances, in addition to the council and NHS local offer of support, families may need additional individual funding from the council. Where children have complex needs an assessment of the family's and child's needs will be undertaken. This assessment will help the council decide whether individual funding is required and how much should be allocated.

The council will take the following information into consideration when deciding whether individual funding should be allocated for a child under 7 and how much should be provided:

- The child has complex health needs that include intensive overnight support (for example, invasive technology and providing peg feeding though the night)
- The family has little or no support from extended family and friends
- The family has additional caring responsibilities for relatives or family members other than the disabled child
- There are other children under five to also support

We work with families to fund support which provides them with the necessary short breaks they need. Decisions around individual funding are made by a team manager in the council's Children with Complex Health or Disability Service in discussion with the assessor.

The family would then work out a plan of how they would spend the funding to achieve the assessed needs and support their children. The plan would include whether the family wanted to receive this funding into their bank account (this is called a direct payment) or want the council to arrange their services for them (this is called a managed

service). Once the plan is approved the funding is released and the support can be purchased. The SEND Joint Resource Panel would need to agree this plan.

What happens to children when they reach seven?

The lives of children under seven are changing rapidly and services are also changing. The best way for families with children under seven is to explore their support choices in discussion with their key worker. Funding may need to change up or down quickly to respond to changing circumstances.

When a child reaches seven their ongoing support needs are better known and this is a good time to offer an annual individual budget for those families who need continuous funding. This works well because the child has been in full time education for two years and children's needs will be understood at this point.

Some key organisations which support Children with Disabilities and the funding table follows on the next pages

| Name | how can they help | Contact details |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AWARE (Airedale and Wharfedale Autism Resource)</p> | <p>AWARE membership gives parents access to a parent support group, a regular newsletter and an extensive free library of books, videos and CD's about autism. Play equipment is available for loan for a small donation, and there is a weekly youth club in term time for 7-16 yr olds.</p> | <p>Tel: 01943 466543</p> <p>Email: jo.galasso@tesco.net</p> <p>Website: http://www.homestead.com/awareuk</p> |
| <p>Bradford Autism Support</p> | <p>Busy Bees is a parent led group at the BADASG centre where children up to age 11 can play in the ball pool, the sensory room, or watch a video while parents can socialise with each other. They also offer parent support groups, strategies for dealing with Autistic behaviour and signposting to other helpful agencies.</p> | <p>Tel: 01274 721932</p> <p>Email: enquiries@autismbradford.org.uk</p> <p>Website: http://www.badasg.org.uk</p> <p>Address: Bradford Autism Support, The Autism Support Centre, 89 Caledonia Street, Bradford, BD5 0EN</p> |
| <p>Children with Complex Health or Disabilities Team</p> | <p>The Children with Complex Health or Disabilities Team can help disabled children and young people or those with complex health needs, where families</p> | <p>Tel: 01274 435750</p> <p>Address: Margaret Macmillan Towers,</p> |

| | | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | need help at home, where carers need a break or support or where children or young people are showing difficult behaviour. | Princes Way, Bradford, BD1 1NN |
| Contact a Family | Contact a Family is a national service that supports families with disabled children across the UK. Services offered include the Contact a Family Helpline, local support, advice and information across the UK, a countrywide advice service for parents with, or who suspect their child may have, special educational needs (SEN), resource library, medical information, support for professionals, campaigns, fundraising, statistics, transitions, training and workshops. | Tel: For information or advice on any aspect of caring for a disabled child contact their national freephone helpline on 0808 808 3555, Monday to Friday, 9.30am to 5pm Website: http://www.cafamily.org.uk |
| Disability Advice Bradford | Disability Advice Bradford offers a range of services including help with benefit claim forms, benefit appeals and benefit checks. If you are looking to return to work, they will be able to tell you how your benefits will be affected and what difference this will make to your income. | Tel: 01274 438700 Website: http://www.bradforddisabilityservices.co.uk/advice/benefits-advice/ Address: 103 Dockfield Road, Shipley BD17 7AR |
| The Families Information Service | The Families Information Service provides information to parents, carers and professionals enquiring on their behalf to find services. This can include help and support services, childcare and activities. FIS staff can provide tailored lists based on the age of the child, the area they live in and any specific criteria. They also meet face to face with parents and can visit organisations or providers with them to help them make informed choices on the services available | Helpline: 01274 437503 (8.30am - 5pm Monday to Thursday, 8.30am - 4.30pm Friday) Urdu/Punjabi Helpline: 01274 431252 (8.30am - 5pm Monday to Wednesday) Polish/Slovak/Czech Helpline: 01274 434905 (9am - 3pm Wednesday to Friday) Email: fis@bradford.gov.uk |

| | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents Forum for Bradford & Airedale</p> | <p>The Parents' Forum are a group of parent and carers of children and young people with additional needs in the Bradford & Airedale district. The Parents' Forum work to facilitate better provision of services for children and young people and to improve channels of communication between services and professionals and parents and carers. The group also have parent representatives on the Disabled Children's Strategy Group and on the Children's Trust Board.</p> | <p>To find out more about the Parents' Forum visit: www.pfba.org.uk or email: info@pfba.org.uk</p> |
| <p>Play Partners</p> | <p>Play Partners are a small team who work to support disabled young people aged between 5 and 11 years of age to access local play, sports and leisure activities alongside their non-disabled peers. A play partner can come and meet a child at home, and help to find the right activity for them to get involved in. They will support the child until they are settled and happy in an activity.</p> | <p>To find out more about play schemes or the support play partners can offer contact Families Information Service on 01274 437503</p> |
| <p>SNOOP</p> | <p>SNOOP offers before and after school care and holiday / care schemes for children and young people of all abilities but have particular expertise with young people with disabilities and complex health needs. They offer fully inclusive and accessible play / care schemes for children ages 3-19. They offer a full range of play activities including indoor, outdoor, special events or based on specific themes. They also offer support for carers and a weekly youth club.</p> | <p>Tel: 01274 292 126</p> <p>Email: 2carols@snoopcharity.org</p> <p>Website: http://www.snoopcharity.org</p> <p>Address: SNOOP, Newlands House One, Newlands Way, Bradford, BD10 0JE</p> |
| <p>Bradford Toy Library</p> | <p>The Bradford Toy Library offers a free loan service of specialist toys and play equipment to children with special needs. They also</p> | <p>Tel: 01274 365463 Email: toy.library@bthft.nhs.uk uk Website:</p> |

| | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>offer a support group for parents, careers and children and a “pop in and play” session. This gives parents and carers a chance to gain new ideas about play and meet other parents and kids. Guest speakers and other groups sometimes attend. They also offer an after-school club for young people with additional needs age 11 +.</p> | <p>http://thebradfordtoylibrary.org</p> <p>Address: Child Development Centre St Lukes Hospital Little Horton Lane BD5 0NA</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Funding Table for 0-7 (these issues are what the council considers when deciding upon funding and these are some of the reasons why funding offers may vary from family to family)

| Descriptor | Indicative funding offer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>Some support following a social care assessment as:</p> <ul style="list-style-type: none"> • Child is unable to access Universal Services because of complex health need and or disability; or children displaying challenging behaviour related to their disability. • Additional support required to safely access pre-school provision, short breaks or activities in the school holidays. | Up to £1,500 |
| <p>Lots of support following a social care assessment arising from all of the above plus:</p> <ul style="list-style-type: none"> • Main carer has additional caring responsibilities, for example, more than one child with a disability or younger children, partner also has health needs • More complex family circumstances leading to the need for more frequent breaks from caring role | Up to £2,500 |
| <p>Exceptional support following a social care assessment arising from all the above plus:</p> <ul style="list-style-type: none"> • Support required to prevent carer and family breakdown • Children has multiple complex, life limiting and continuing needs | Up to £4,000 |

Bradford District Personal Budgets

Resource Allocation Questionnaire

Primary School Version

Ages 7 Plus

(Version – March 2016)

Introduction

This questionnaire should be completed when a child with additional needs is assessed for funding for a Personal Budget. This questionnaire applies only to primary school pupils age 7 plus and should not be completed for children under the age of 7 or for secondary school children (in key stage 3 and 4). These introductory notes will explain:

- who can get a personal budget
- who is involved in completing the questionnaire
- how the questionnaire fits in with the assessment process
- how the questionnaire helps to suggest funding for good outcomes for children
- how bands of support work
- how the points are scored
- how points help the council make an indicative funding offer

Glossary

Some of the words used in this document are not known to everyone. Here is a description for words which we think might not be obvious.

Personal Budget - This is funding provided by the council to support a child (an annual amount to provide support for 12 months). The family will spend this funding on supporting the child through a support plan which will be agreed with the council.

Indicative Offer - this is an offer of funding made by the council after the assessment process so the family can make a plan. Sometimes the support plan shows that support is more expensive than first thought due to a child's needs and the costs of support to meet these needs. Sometimes families do not need all the funding to meet the child's needs. Therefore funding therefore may change when the support plan is drafted. The funding is considered again when the support plan is completed and agreed at a Joint Resources Panel (made up of senior managers from the council and health).

Resource Allocation System (RAS) - this is how the funding for the Personal Budget is worked out by the council. The Resource Allocation System (RAS) aims to spread funding fairly between children who have different levels of needs. This system should be fair, transparent and easy for families to take part in.

Bands of Support - this is the way in which the council describes children's needs and makes a fair funding offer. For example, when a child is described as needing lots of support this usually means that their needs are similar to other children who need the support of an adult to take part in activities.

Who can get a Personal Budget?

An Indicative Offer of funding for a Personal Budget is made because universal and mainstream services have already been maximised. There is an understanding that without funding the child will not be able to make best use of universal and mainstream opportunities. Due to the complexity of their support needs the child and their family may need specialist support or opportunities.

Families with small support needs will usually not need to receive a Personal Budget and will be supported through our Link Work project. Where a small amount of funding (less than £1000) is required to support a child to access a community activity the council may help the family to apply for a small grant or support the activity directly.

Who is involved in completing the questionnaire?

This Resource Allocation System (RAS) questionnaire is designed to help families participate in decision making about funding and is shared openly with them. Families should have copies of the questionnaire so that the scoring is transparent. The RAS questionnaire is a tool the family and social worker use to work together to establish the level of support needed. The paperwork is then completed by the social worker and shown to the family.

How the questionnaire fits in with assessments

The RAS questionnaire is part of the assessment and does not, by itself, meet the Local Authority's duties to assess children in need. The assessment as a whole is the child's 'statement of need'.

The questionnaire adds to the assessment by scoring the answers to questions and using the total result to work out how much money should be provided. Some children's needs will score consistently in one support band throughout the RAS questionnaire. This will be taken into account when the social worker evaluates what band of support best describes the child's needs. This will be stated clearly within the analysis section of the assessment. Therefore the results of the RAS questionnaire should be read in conjunction with the assessment analysis section. The assessment and RAS questionnaire are authorised by a Team Manager within Children's Social Care.

When assessing the support that the child requires all the **existing support** should be taken into account within the questionnaire (the family circumstances, extended family networks and community resources that are normally accessed) because funding should be in addition to the strengths and resources within the family and community. However because the council is assessing the right amount of paid support to offer in the future the questionnaire also should be completed as if there was no **paid support** already involved in supporting the child.

The questionnaire captures a snapshot of support needs at a moment in time and should relate to the child's present circumstances. There will be some examples which do not fit the circumstances of the child well. No guidance can hope to be so specific that it addresses each child's circumstances exactly.

The funding that follows from the assessment is indicative and can be considered again if requested by the family when the plan is complete. This means before the funding is

confirmed the Joint Resource Panel is clear that the child's needs are met within the support plan by supporting the family to achieve good outcomes for the child and provide the family with reasonable short breaks.

How the questionnaire helps to show what outcomes are needed

It is important to know not just that support to a child is provided but also that it achieves good outcomes. The questionnaire works out broadly how much support a child requires to meet good outcomes. Bradford District's Children's Trust Board has agreed three overarching priorities that the council works towards;

Learn, have fun & develop

Be safe

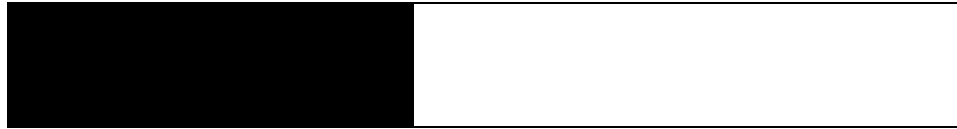
Equal & involved

Understanding the Bands of Support

The questionnaire has a set of statements that every child can expect as a reasonable lifestyle and each statement has a score. There is guidance underneath each statement which explains how to score the questionnaire by showing in detail our understanding of each statement and explaining what is meant by each level of support.

When completing the questionnaire the worker circles the band and the score and completes the summary sheet at the end of the document. In general terms the bands can be described in the following ways:

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| No Additional Support Needed | ... shows that the child needs no additional support or that this statement is not appropriate for the child. |
| Some Support | ... shows that the child needs a little additional support on a continual basis or a lot of support to manage change. |
| Lots of Support | ... shows that the child needs supervision and support throughout most of the day this often includes 1:1 support from specialist services. |
| Exceptional Support | ... shows that the child has complex needs or there are high levels of risk to manage and usually requires 2:1 support from specialist services. |



In the family section of the questionnaire the families' needs are banded in a similar way as those above. This family section refers directly to the support needs of the family rather than the child's needs.

How the points are scored

Each statement has a set of points. Some point scores are higher than others because some questions have a bigger impact on the child and family. For example questions around safety and health have bigger scores with larger total of points than for other outcomes.

Where there is some overlap between bands and you feel that the question could be answered in either band always pick the higher band; it is easier to reduce support later on rather than deal with the consequences of providing too little support.

There is no expectation that a child will score in every question, or that every question will be appropriate for every child. Where you are clear that a statement does not relate to the individual they will score zero. An example of this would be when a child will be at an extremely low risk of bullying because they have a complex learning disability and have a constant level of adult supervision everywhere they go. The questionnaire is balanced so that children with complex needs will score highly in other parts of the questionnaire.

How points help the council make an indicative offer

Once points have been allocated, then the total points will be calculated against a table of funding bands which rise step by step as the points increase. We have based the funding amounts on comparisons with what funding has worked well in the past for a child with similar levels of need. This calculation will be taken into account when an indicative allocation is offered to the family to plan with.

The council will always do a lot of preparation before setting children's allocations so that everyone can see that the child has received their fair share of the budget. The amount of the indicative allocation is based upon the best estimate of the council about how much money is required to support a child's needs well. At the end of working through the support plan with the family the council will consider again whether the funding and resources allocated meet the child's needs. When the support plan has been approved by the Joint Resources Panel the budget is confirmed.

When we are working with children with complex needs it is important to make sure contributions from health, social care and education are co-ordinated together and every effort will be made to ensure that there is joint planning between all agencies working with the family to maximise resources.

The questionnaire begins on the next page

The Questions

Be equal & involved

| A. To be fit and healthy (physical health) | | | |
|---------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 21 | 28 |

No additional support is required - when the child has no particular health issues. They get common illnesses and they recover well. They generally keep good physical health.

Some Support is required- when the child has a particular health condition that needs ongoing advice support and monitoring from adults who care for them. For example when the child is doing group activities they would need staff to be aware of their condition and able to administer treatment but they would not require continual day to day support because of their medical condition.

Lots of support is required- when the child requires assistance with their health every day. As a result of impaired mobility, posture and balance the child needs frequent support from an adult through the day (for example peg feeding, help to go to the toilet, to change their position etc.) The procedures to stay healthy take up some time in the child's day which gets in the way of other activities the child needs to do. The child requires assistance from people who have had guidance and training to meet their health care needs.

Exceptional support is required- when the child needs support at all times and often will require more than one person to assist them because of their complex physical health needs. Some of this care will be with people who have specialist health care skills. The child uses equipment essential to their wellbeing.

Or

Where the procedures that are required to maintain the child's physical health require such care that they can only be delivered extremely slowly. These procedures take several hours each day and this has a huge impact on the child's opportunities.

| B. To be relaxed and happy (mental wellbeing) | | | |
|------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 21 | 28 |

No additional support is required - when the child is generally happy and relaxed. A child experiences the 'ups and downs' of childhood but does not have prolonged worries for which they need support. The child, with help from parents, can cope with new places while experiencing just the usual nervousness most children have when trying out a new place.

Some Support is required - when the child is frequently distressed as a result of issues with their mental wellbeing, medical condition, pain management or mood swings. The child has a recurring sense of stress and anxiety. They need some reassurance, support and supervision on a regular basis to manage their feelings and to feel relaxed.

Lots of Support is required - when the child's stress and anxiety continually affects their wellbeing and their behaviour can be challenging. A key issue for adults who support the child is planning how to respond to their anxiety. The child needs the help of a psychologist or psychiatrist to work towards feeling relaxed and happy.

Exceptional Support is required - when the child's mental wellbeing needs are very complex. Their anxiety and stress is so high that they have extreme challenging behaviour as a result of emotional distress which needs to be managed. In order to ensure that there is not a risk, of injury to them self or others, as a result of their anxiety and stress they need the supervision of two adults continually to make sure everyone is safe. The child needs support from specialist services working to a structured behaviour management plan.

C. To be able to travel safely and use public transport

| No Additional Support Required | Some Support | Lots of Support | Exceptional Support |
|--------------------------------|--------------|-----------------|---------------------|
| 0 | 4 | 6 | 8 |

No additional support is required - when the child can safely use public transport or the family car with the support of their family and has an awareness of road safety.

Some Support is required – when the child does not currently have road safety skills but can learn these skills.

Or

The child may need reassurance on their journey but with an adult being next to them they are able to use public transport and travel in a car.

Lots of Support is required - when the child has no sense of road safety or traffic awareness and cannot therefore play outside without being constantly supervised.

Or

The child needs intensive or physical support to prevent them from becoming very distressed or harming themselves when on a journey.

Exceptional Support is required - when the child cannot use public transport because either it is not accessible to them or the experience of using it would be too stressful for them or those providing support. They therefore need to use transport that has been adapted to their needs or to travel with two adults to keep them safe in the vehicle.

| D. To be able to communicate well | | | |
|-----------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 9 | 14 | 16 |

No additional support is required- when a child is a strong communicator through their first choice of communication and they can make clear their needs, wants and wishes they need no support in achieving this outcome.

Some Support is required- when a child can explain some of their needs and wants but you need to check regularly that they have understood what they are saying. They may only pick out key words and their understanding of complex sentences may be impaired. If you are talking with the child you need to check that they have understood what you are saying and are able to act on what has been asked of them.

Or

A child who has a hearing impairment which makes it difficult for them to hear consistently what is being said to them.

Lots of Support is required- when as a result of a child's learning disability it is difficult to understand the child's communication consistently and/or they have challenging support needs because of their frustration with communicating. They need 1:1 support in order to make their views known

Or

The child is deaf and needs the support of an interpreter to communicate with those who do not know sign language.

Exceptional support is required - A child finds it difficult to express their needs and wants and who needs intensive support. This would usually include children who communicate with technological aids but it requires professional support to be clear that their views have been correctly interpreted. This could also include children who do not use any form of recognised language like speech, signing or technology and whose communication is interpreted mainly through their behaviour and their speech partners are not confident that they have interpreted their communication correctly.

(Please be aware that if the child is deaf and needs interpreting services this may require the indicative allocation to be adjusted because of the high cost of interpreting services in the city. This should be considered upon completion of the assessment.)

To learn, have fun & develop

| A. To join in with activities with other children my age | | | |
|-----------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 14 | 21 | 27 |

No additional support is required- when a child is supported to get involved in their hobbies and leisure interests by their family and face few problems in doing so. A child can accept the guidance and support from adults leading activities most of the time and can take part in the activity with other children. The child has few fears or worries about going out and getting involved in activities with people they know well.

Some Support is required – when a child needs 1:1 support for a short period of time (in addition to the usual support provided to children within the group) to introduce them successfully into the activity. Other adults who support the activity or club require training and/or support to ensure that the child is included.

Lots of support is required – when a child needs to be continually supported throughout the activity. For example it is not enough for a parent to be nearby, a supporter needs to participate in the activity alongside the child, making clear what they need to do or supporting them physically. The child can only participate successfully in an activity if they have an individual worker alongside with them and who knows them well.

Exceptional support is required- When a child needs two supporters to be with them throughout the activity. The support needs to be from people who are very aware of the child's needs and have specific skills, for example in knowing how the child communicates and/or in behavioural support.

Or

Where a child, as a result of challenging behaviour, may pose a risk to themselves or others and this severely restricts the places they can visit and activities they can take part in.

Or

Where the procedures that are required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's ability to engage in activities.

| B. To learn the skills I need that help me to learn and be as confident and independent as I can be. | | | |
|-------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 10 | 17 | 23 |

No additional support is required- when although it is a challenge for any child to learn and achieve in school and all children have temporary difficulties the child is progressing well in their education. There is an expectation that the child will go on to achieve nationally recognised qualifications at secondary school and will develop good life skills.

Some Support is required - when the child needs planned support through the curriculum through the week on an ongoing basis to learn new skills. They need consistent ongoing support and reminders to stay on task to develop skills

Lots of Support is required - when the child will need constant support every day to perform purposeful tasks in school. The child needs intensive learning support through most of the school day to learn well.

Exceptional support is required – when the child needs very individualised support to develop their learning. This may be a child with complex health needs, a profound disability or challenging behaviour who requires 2:1 support and is at constant risk of being excluded from social life. There is a continuing need for professional advice and guidance from occupational therapy or psychology to develop plans to support the child to maintain and develop skills.

Or

Where the procedures that are required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this disrupts their school day and has a huge impact on the child's opportunities for learning.

| C. To have a circle of friends | | | |
|---------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 20 | 26 |

No additional support is required -when the child enjoys other children's company and finds it easy to play with other children, meet and make friends and continue friendships.

Or

Some children with autism do not seek friendships and so no extra support is required if they successfully tolerate other children and have learnt how to be with other children without becoming distressed.

Some Support is required – when the child needs a significant amount of support from their family or carers to plan and prepare to meet up with their friends. Meetings with friends only happen when adults make arrangements and need close supervision when they happen.

Or

When some children with autism need constant reminders about how to cope with meeting other children they know.

Lots of Support is required - when the child will need constant support while with other children and need adults to organise their play activity. It takes a lot of effort for parents to support their child to interact with other children, keep the friendship going and provide support when they are with their friends.

Or

When a child with autism does not tolerate other children easily and requires 1:1 support when they are around other children.

Exceptional Support is required - when friendships are hard to keep and the child needs intensive support to keep in touch and keep their friendships. 2:1 support is required to support meetings and activities with friends.

Or

Children who find it very distressing to leave their home or environments that they know well and have extremely limited contact with children their own age.

Be Safe

| A. To be safe around the home environment | | | |
|--------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some support | Lots of support | Exceptional Support |
| 0 | 22 | 35 | 48 |

Please note this question is scoring how risk aware the child is within their home and how much supervision is required to support them to be safe around the house. It is not trying to rank parenting capacity (whether there are any safety issues as a result of the quality of care parents provide). If the council has concerns around parenting issues these would be worked with as a safeguarding or parent support issue.

No additional support is required - when the child is safe at home with their family. The young person avoids danger in the home most of the time (e.g. boiling water, plug sockets) or those dangers are now not present because of aids adaptations in the house. Parents do not need to stay all the time in the same room with the child as they are safe in their play.

Some support is required when- the child will try and stay safe. It takes a lot of time to explain everyday risks in the home to the child. The child struggles to remember the explanation and they need to be continually reminded about danger.

Or

The child can play safely but needs an adult to regularly check that they are safe if they are unsupervised in a room in the home.

Lots of support is required when-the child has the ability to reach dangers in the home and adult supervision in the same room is constantly needed to stop the child from becoming hurt.

Or

Without continual supervision in the same room the child would be at risk of harm. This would include children who cannot move out of the way of danger or who, if unsupervised, would not be able to change their posture.

Exceptional support is required- when there are many concerns about the child's safety and there is constant monitoring on a day to day basis by professionals to ensure the child's safety.

Or

There is a need to monitor the child's ability to place them self in danger even when they are continually supervised.

| B. To be safe in their community | | | |
|-----------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some support | Lots of support | Exceptional Support |
| 0 | 22 | 34 | 50 |

Please note that in this question the lots or exceptional support levels can only be scored if there is a current constant threat from or to the child to be managed.

No additional support is required - when the community the child lives in is a stable neighbourhood. The caring adults in the child's life are trusted and the child is safe in their company. The child is safe with their friends and bullying is not happening at the moment.

Or

The child's support needs are high and because they will always have an adult nearby they have not experienced bullying and are at a low risk of being bullied because of this additional protection.

Some Support is required- when there are worries about the child's safety in their community.

They are occasionally bullied by other children and the family need support to bring this to an end.

Lots of support is required when – The child is facing a constant and actual threat from their community or from adults in their social network.

Or

The child is actually experiencing by persistent bullying and present support to bring it to an end is not working. The child needs very regular support to bring it to an end.

Exceptional support is required when - There is a big chance the child may be seriously injured, because of actual and severe bullying which is having a big impact on their whole life, or because of severe exploitation or abuse by other children.

Or

There is a high risk of the child regularly injuring other people and this has to be constantly managed because the child has no sense of social boundaries and/or has severe challenging behaviour

Family Section

| A. Family life is good and there is time for everyone in the family to enjoy life and pursue the things that matter to them | | | |
|------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 14 | 22 | 30 |

No additional support is required- when family life is good, the family cope well and are resilient in supporting the child's needs. The family do not experience regular stress as a consequence of supporting their child's needs. Parents or carers have some time regularly to pursue their own interests and to relax.

Some Support is required-when the child's needs result in the parent/carers regularly experiencing stress. This has a continual impact on their day to day wellbeing. Parents have very little time to relax.

Or

When there are occasional difficult behaviours which sometimes place siblings at risk and siblings may experience disruption in their ability to have friends around the house or to do homework.

Lots of Support is required - when the parents and carers experience severe stress as a result of the impact of caring for the child and this is affecting their mental or physical health and this is in turn affecting the whole family.

Or

The needs of the child require a lot of support and time from parents and this leads to the other children in the family being seriously effected and this is resulting in siblings experiencing high levels of stress or tiredness.

Exceptional support is required – when parent/carers feel such high levels of stress as a result of the impact of caring for the child that the family is in crisis and professional support is needed to sustain the family.

Or

When parents/carers have their own health care needs that have exceptional impact on their ability to support their child day to day.

| B. Parent/ Carers get a good nights sleep | | | |
|--------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 6 | 9 | 12 |

No additional support is required- when the parent/carers generally sleep well, are usually not disturbed through the night and get sufficient sleep to be able to have the energy to care for the child without feeling overtired.

Some Support is required - when the parent/carers are up several times each week to support the child and as a result they feel overtired throughout the day. Or where the child goes to bed late or is an early riser and this leads to the parent carer feeling over tired.

Lots of Support is required - when the parent/carers are up several times throughout the night every night to support the child or the sleep pattern of the child is so erratic that this leads to the parent/carer feeling exhausted.

Exceptional support is required - when the parent/carers are feeling overwhelmed by the sleep deprivation that caring for the child entails. This is leading to an extreme level of exhaustion and stress for parents or carers and the family as a result is in crisis.

| C. Parents carers get the support they need from friends, neighbours and extended family which regularly provides them with short breaks | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 10 | 15 | 20 |

No additional support is required- when the parent/carers are well supported by friends, neighbours and their extended family. There are several people who know and love the child and are willing to help with caring for them. The parent/carer knows that there is a group of people they can turn to for help on a regular basis.

Some Support is required - when the parent/carers receive some support from their extended family and friends but this is infrequent and for only very short times. There are few breaks provided by family and friends for the parents or carers.

Lots of Support is required - when the parent/carers receive no support from family and friends with the care of the child and this leads to stress and overtiredness. Although there is not a supportive network amongst extended family and friends there is support from a partner or a family member living with them.

Exceptional support is required - when a parent/carer feels extremely isolated. One person is caring for the child solely without any support from family or friends. The parents or carers is under a great strain as a result and this is having a big impact on their health and wellbeing.

Individual Record Sheet

Who helped fill this in? (Family members, child, school, other professionals)

.....

Date questionnaire completed.....

| | | | | |
|--------------------------------|---|-----|------|------------------------------|
| Name of child or young person: | | | DOB: | |
| | | | | |
| 1. Equal | | | | |
| A | B | C | D | Total Equal Score |
| | | | | |
| 2. Achieving | | | | |
| A | B | C | n/a | Total Achieving Score |
| | | | | |
| 3. Safe | | | | |
| A | B | n/a | n/a | Total Safe Score |
| | | | | |
| 4. Family | | | | |
| A | B | C | n/a | Total Family Score |
| | | | | |
| Total Score | | | | |

Bradford District Personal Budgets

Resource Allocation Questionnaire

Secondary School Version

Ages 11 Plus

(Version – March 2016)

Introduction

This questionnaire should be completed when a young person with additional needs is assessed for funding for a Personal Budget. This questionnaire applies only to secondary school pupils and should not be completed for children at primary school (in key stage 1 and 2). These introductory notes will explain:

- who can get a personal budget
- who is involved in completing the questionnaire
- how the questionnaire fits in with the assessment process
- how the questionnaire helps to suggest funding for good outcomes for young people
- how bands of support work
- how the points are scored
- how points help the council make an indicative funding offer

Glossary

Some of the words used in this document are not known to everyone. Here is a description for words which we think might not be obvious.

Personal Budget - This is funding provided by the council to support a young person (an annual amount to provide support for 12 months). The family will spend this funding on supporting the young person through a support plan which will be agreed with the council.

Indicative Offer - this is an offer of funding made by the council after the assessment process and so the family can draft a support plan. Sometimes the support plan shows that support is more expensive than first thought due to a young person's needs and the costs of support to meet these needs. Sometimes families do not need all the funding to meet the young person's needs. Therefore funding may change when the support plan is completed. The funding is considered again when the support plan is completed and agreed by the Joint Resources Panel (made of senior managers from the council and health).

Resource Allocation System (RAS) - this is how the funding for a Personal Budget is worked out by the council. The Resource Allocation System (RAS) aims to spread funding fairly between young people who have different levels of needs. This new system should be fair, transparent and easy for families to take part in.

Bands of Support - this is the way in which the council describes young people's needs and makes a fair funding offer. For example, when a young person is described as needing lots of support this usually means that their needs are similar to other young people who need the support of an adult to take part in activities.

Who can get a Personal Budget?

An Indicative Offer of funding for a Personal Budget is made because universal and mainstream services have already been maximised. There is an assessment that without funding the young person will not be able to make best use of universal and mainstream opportunities. Due to the complexity of their support needs the young person and their family may need specialist support or opportunities.

Families with small support needs will usually not need to receive a Personal Budget but will be supported through our Link Worker project. When small funding (less than £1000) is required to support a young person to access a community activity the council may then find a small grant to support this or support the activity directly.

Who is involved in completing the questionnaire?

This Resource Allocation System (RAS) questionnaire is designed to help families participate in decision making about funding and is shared openly with them. Families and young people should have copies of the questionnaire so that the scoring is transparent. The RAS questionnaire is a tool the family and social worker use to work together to establish the level of support needed. The paperwork is then completed by the social worker and shown to the family.

How the questionnaire fits in with assessments

The RAS questionnaire is part of the assessment and does not, by itself, meet the Local Authority's duties to assess children in need. The RAS questionnaire is therefore only completed once

The questionnaire adds to the assessment by scoring the answers to questions and using the total result to work out how much money should be provided. Some young people's needs will score consistently in one support band throughout the RAS questionnaire. This will be taken into account when the social worker evaluates what band of support best describes the young person's needs. This will be stated clearly within the analysis section of the assessment. Therefore the results of the RAS questionnaire should be read in conjunction with the assessment analysis section. The assessment/RAS questionnaire is authorised by a Team Manager within Children's Social Care.

When assessing the support that the young person requires all the **existing support** should be taken into account within the questionnaire (the family circumstances, extended family networks and community resources that are normally accessed) because funding should be in addition to the strengths and resources within the family and community. However because the council is assessing the right amount of paid support to offer in the future the questionnaire also should be completed as if there was no **paid support** already involved in supporting the young person.

The questionnaire captures a snapshot of support needs a moment in time and should relate to the young person's present circumstances. There will be some examples which do not fit the circumstances of the young person well. No guidance can hope to be so specific that it addresses each young person's circumstances exactly.

The funding that follows from the assessment is indicative and can be considered again if requested by the family when the draft plan is complete. This means before the funding is

agreed the Joint Resources Panel is clear that the young person's needs are met within the support plan.

How the questionnaire helps to show what outcomes are needed

It is important to know not just that support to a young person is provided but also that it achieves good outcomes. The questionnaire works out broadly how much support a young person requires to meet good outcomes. The Bradford District's Children's Trust Board has agreed three overarching priorities that the council works towards:

Learn, have fun & develop

Be safe

Equal & involved

Understanding the Bands of Support

When completing the questionnaire the worker circles the band and the score and completes the summary sheet at the end of the document. In general terms the bands can be described in the following ways:

| | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| No Additional Support Needed | ... shows that the young person needs no additional support or that this statement is not appropriate for the young person. |
| Some Support | ... shows that the young person needs a little additional support on a continual basis or a lot of support to manage change. |
| Lots of Support | ... shows that the young person needs supervision and support throughout most of the day this often includes 1:1 support from specialist services. |
| Exceptional Support | ... shows that the young person has complex needs or there are high levels of risk to manage and usually requires 2:1 support from specialist services. |

In the family section of the questionnaire the families' needs are banded in a similar way as those above. This family section refers directly to the support needs of the family rather than the young person's needs.

How the points are scored

Each statement has a set of points. Some point scores are higher than others because some questions have a bigger impact on the young person and family. For example, questions around safety and health have bigger scores with a larger total of points than for other outcomes.

Where there is some overlap between bands and you feel that the question could be answered in either band always pick the higher band; it is easier to reduce support later on rather than deal with the consequences of providing too little support.

There is no expectation that a young person will score in every question, or that every question will be appropriate for every young person. Where you are clear that a statement does not relate to the individual they will score zero. An example of this would be when a young person will be at an extremely low risk of bullying because they have a complex learning disability and have a constant level of adult supervision everywhere they go. The questionnaire is balanced so that children with complex needs will score highly in other parts of the questionnaire.

How points help the council make an indicative offer

Once points have been allocated, then the total points will be calculated against a table of funding bands which rise step by step as the points increase. We have based the funding amounts on comparisons with what funding has worked well in the past for young people with similar levels of need. This calculation will be taken into account when an indicative allocation is offered to the family to plan with.

The council will always do a lot of preparation before setting people's allocations so that everyone can see that the young person has received their fair share of the budget. The amount of the indicative allocation is based upon the best estimate of the council about how much money is required to support a young person's needs well. At the end of working through the support plan with the family, the council will consider again whether the funding and resources allocated meet the young person's needs. When the support plan has been approved by the Joint Resources Panel the budget is confirmed.

When we are working with young people with complex needs it is important to make sure contributions from health, social care and education are co-ordinated together and every effort will be made to ensure that there is joint planning between all agencies working with the family to maximise resources.

The Questions

Be equal & involved

| A. To be fit and healthy (physical health) | | | |
|---------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 21 | 28 |

No additional support is required when- when the young person has no particular health issues. They get common illnesses and they recover well. They generally keep good physical health.

Some Support is required- when the young person has a particular health condition that needs ongoing advice, support and monitoring from adults who care for them. For example a young person doing group activities would need staff to be aware of their condition and able to administer treatment but would not require continual day to day support because of their medical condition.

Lots of support is required- when the young person requires assistance every day with their health. As a result of impaired mobility, posture and balance the young person needs frequent support from an adult through the day (for example peg feeding, help to go to the toilet, to change their position etc.) The procedures to stay healthy impact a lot on the young person's day to day routine and may need assistance from people who have had guidance and training to meet their health care needs.

Exceptional support is required- when the young person needs support at all times and often will require more than one person to assist them because of their complex physical health needs. Some of this care will be with people who have specialist health care skills. The young person uses equipment essential to their wellbeing.

Or

Where the procedures that are required to maintain the young person's physical health require such care that they can only be delivered extremely slowly. These procedures take several hours each day and this has a huge impact on the child's opportunities.

| B. To be relaxed and happy (mental wellbeing) | | | |
|------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 21 | 28 |

No additional support is required - when the young person is generally happy and relaxed. A young person experiences the ‘ups and downs’ of growing up but does not have prolonged worries for which they need support. The young person, with help from parents, can cope with new places while experiencing just the usual nervousness most young people have when trying out a new place.

Some Support is required - when the young person is frequently distressed as a result of issues with their mental wellbeing, medical condition, pain management or mood swings. The young person regularly experiences a sense of stress and anxiety. They need some reassurance, support and supervision on a regular basis to manage their feelings and to feel relaxed.

Lots of Support is required - when the young person’s stress and anxiety continually affects their wellbeing and their behaviour can be challenging. A key issue for adults who support the young person is planning how to respond to their anxiety. The young person needs the help of a psychologist or psychiatrist to work towards feeling relaxed and happy.

Exceptional support is required - when the young person’s mental wellbeing needs are very complex. Their anxiety and stress is so high that they have extreme challenging behaviour as a result of emotional distress which needs to be managed. In order to ensure that there is not a risk, of injury to them self, or others they need the supervision of two adults continually to make sure everyone is safe. The young person needs support from specialist services working to a structured behaviour management plan.

| C. To be able to travel safely and use public transport | | | |
|---------------------------------------------------------|--------------|-----------------|---------------------|
| No Additional Support Required | Some Support | Lots of Support | Exceptional Support |
| 0 | 4 | 6 | 8 |

No additional support is required when- the young person can access public transport and has the road safety skills to be able to do so. For older children, fifteen plus, they have the potential to learn the skills to travel independently (an important skill for life that will increase their opportunities in the future).

Some Support is required – when the young person does not currently have road safety skills but can learn these skills. They need support to remember skills and a detailed independent travel programme in order to become an independent traveller. Progress will require to be supported through continual review.

Lots of Support is required - when the young person is expected to always need the support of an adult to use public transport and travel safely.

Exceptional support is required - when the young person cannot use public transport because either it is not accessible to them or the experience of using it would be too stressful for them or those providing support. They therefore need to use transport that has been adapted to their needs or they need to travel with support.

| D. To be able to communicate well | | | |
|-----------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 9 | 14 | 16 |

No additional support is required- when a young person is a strong communicator through their first choice of communication and they can make clear their needs, wants and wishes they need no support in achieving this outcome.

Some Support is required- when a young person can explain some of their needs and wants but you need to check regularly that they have understood what they are saying. They may only pick out key words and their understanding of complex sentences may be impaired. If you are talking with the young person you need to check that they have understood what you are saying and are able to act on what has been asked of them.
Or

A young person has a hearing impairment which makes it difficult for them to hear consistently what is being said to them.

Lots of Support is required- when as a result of a young person's learning disability, it is difficult to understand the young person's communication consistently and/or they have challenging support needs because of their frustration with communicating. They need 1:1 support in order to make their views known.
Or

The young person is deaf and needs the support of an interpreter to communicate with those who don't know sign language.

Exceptional support is required - A young person finds it difficult to express their needs and wants and who needs intensive support. This would usually include young people who communicate with technological aids but it requires professional support to be clear that their views have been correctly interpreted. This could also include young people who do not use any form of recognised language like speech, signing or technology and whose communication is interpreted mainly through their behaviour and their speech partners are not confident that they have interpreted their communication correctly.

(Please be aware that if the young person is deaf and needs interpreting services this may require the indicative allocation to be adjusted because of the high cost of interpreting services in the city. This should be considered upon completion of the assessment.)

To learn, have fun & develop

| A. To join in with activities with other young people my age | | | |
|---------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 14 | 21 | 27 |

No additional support is required- when a young person is supported to get involved in their hobbies and leisure interests by their family and face few problems in doing so. A young person can accept the guidance and support from adults leading activities most of the time and can take part in the activity with other young people. The young person has few fears or worries about going out and getting involved in activities with people they know well.

Some Support is required – When a young person needs 1:1 support for a short period of time (in addition to the usual support provided to young people within the group) to introduce them successfully into the activity. Other adults who support the activity or club require training and/or support to ensure that the young person is included.

Lots of support is required – when a young person needs to be continually supported throughout the activity. For example it is not enough for a parent to be nearby, a supporter needs to participate in the activity alongside the young person, making clear what they need to do or supporting them physically. The young person can only participate successfully in an activity if they have an individual worker alongside with them and who knows them well.

Exceptional support is required- When a young person needs 2 supporters to be with them throughout the activity. The support needs to be from people who are very aware of the young person's needs and have specific skills, for example in knowing how the young person communicates and/or in behavioural support.

Or

Where a young person, as a result of challenging behaviour, may pose a risk to themselves or others and this severely restricts the places they can visit and activities they can take part in.

Or

Where the procedures that are required to maintain the young person's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the young person's ability to engage in activities

| B. To learn the skills I will need that will help me in future to have a chance of getting a job and to be as independent as I can be. | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 10 | 17 | 23 |

No additional support is required - when the young person is engaged in education or training that will lead to a nationally recognised qualification that will increase their opportunity of getting paid employment. It is a challenge for any young person to move out and live in their own home but they can access the support services that are available to get housing and have the potential to develop the skills to maintain their own home and live an independent life.

Some Support is required - when the young person is learning new skills. They need consistent support and reminders to stay on task to develop skills. They need this planned support on an ongoing basis if they are to build skills towards independence and employment.

Lots of Support is required - when the young person will need constant support to perform purposeful tasks. Training courses require to be tailored specifically to their needs. Work experience needs to be carefully crafted and supported by an employment coach constantly on a 1:1 basis. They need 1:1 support now to work towards the goals of employment and independence.

Exceptional support is required - the young person needs 2:1 support for their daily living, self care, and independent skills. This may be a young person with complex health needs, a profound disability or challenging behaviour who requires 2:1 support and is at constant risk of being excluded from social life. There is a continuing need for professional advice and guidance from occupational therapy or psychology to develop plans to support the young person to maintain and develop skills.

Or

Where the procedures that are required to maintain the young persons's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the young person's opportunities for independence.

| C. To have a circle of friends | | | |
|---------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 13 | 20 | 26 |

No additional support is required -when the young person enjoys other young people's company and finds it easy to meet and make friends and continue friendships.

Or

Some young people with autism do not seek friendships and so no extra support is required if they successfully tolerate other young people and have learnt how to be with other young people without becoming distressed.

Some Support is required – when the young person needs the support of their family or carers to plan and prepare to get out of their home and meet up with their friends.

Or

When some young people with autism need constant reminders about how to cope with meeting other young people they know.

Lots of Support is required - when the young person constantly needs someone to support them to travel to meet their friends, keep the friendship going and provide support when they are with their friends.

Or

When a young person with autism does not tolerate other children easily and requires 1:1 support when they are around other young people.

Exceptional Support is required - when friendships are hard to keep and the young person needs intensive support to keep in touch and keep their friendships. Two to one support is required to support meetings and activities with friends.

Or

Young people who find it very distressing to leave their home or environments that they know well and have extremely limited contact with young people their own age.

Be safe

| A. To be safe around the home environment | | | |
|--------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some support | Lots of support | Exceptional Support |
| 0 | 22 | 35 | 48 |

Please note this question is scoring how risk aware the young person is within their home and how much supervision is required to support them to be safe around the house. It is not trying to rank parenting capacity (whether there are any safety issues as a result of the quality of care parents provide). If the council has concerns around parenting issues these would be worked with as a safeguarding or parent support issue.

No additional support is required - when the young person is safe at home with their family. The young person avoids danger in the home most of the time (e.g. boiling water, plug sockets) or those dangers are now not present because of aids adaptations in the house. The young person would not be expected to come to any harm if they were unsupervised in the house.

Some support is required- when the young person will try and stay safe. It takes a lot of time to explain everyday risks in the home to the young person. The young person struggles to remember the explanation and they need to be continually reminded about danger and risk.

Or

The young person can play safely but needs an adult to regularly check that they are safe if they are unsupervised in a room in the home.

Lots of support is required - when the young person has the ability to reach dangers in the home and adult supervision in the same room is needed to stop the young person from becoming hurt.

Or

Without continual supervision in the same room the young person would be at risk of harm. This would include children who cannot move out of the way of danger or who, if unsupervised, would not be able to change their posture.

Exceptional support is required- when there are many serious concerns about the young person's safety and there is continual monitoring on a day to day basis by professionals to ensure the young person's safety.

Or

There is a need to monitor the young person's ability to place them self in danger even when they are continually supervised.

| B. To be safe in the community | | | |
|---------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some support | Lots of support | Exceptional Support |
| 0 | 22 | 34 | 50 |

Please note that in this question the lots or exceptional support levels can only be scored if there is a current constant threat from or to the young person to be managed.

No additional support is required - when the community the young person lives in is a stable neighbourhood. The caring adults in the young person life are trusted and the young person is safe in their company. The young person is safe with their friends and bullying is not happening at the moment.

Or

The young person's support needs are high and because they will always have an adult nearby they have not experienced bullying and are at a low risk of being bullied because of this additional protection.

Some Support is required- when there are worries about the young person's safety in their community. The young person is safe most of the time but there are places where they go to or people they see where they are in danger or are exploited.

Or

They are occasionally bullied by other young people and need advice about how to assert them self and where they can find support to bring the bullying to an end.

Lots of support is required when – The young person is facing a constant threat from their community or from adults in their social network.

Or

When the young person's relationships with their peers and places they visit through the week often gets them into conflict with other young people and the police

Or

The young person is actually experiencing persistent bullying and present support to bring it to an end is not working. The young person needs very regular support to bring it to an end.

Exceptional support is required when - There is a big chance the young person may be seriously injured because of actual and severe bullying having a big impact on their whole life or severe exploitation or abuse by other young people.

Or

There is a high risk of the young person regularly injuring other people and this has to be constantly managed because the young person has no sense of social boundaries and/or has severe challenging behaviour

Or

The young person is constantly involved in the criminal justice system and has become involved in criminal activity.

Family Section

| A. Family life is good and there is time for everyone in the family to enjoy life and pursue the things that matter to them | | | |
|------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 14 | 22 | 30 |

No additional support is required- when family life is good, the family cope well and are resilient in supporting the young person's needs. The family do not experience regular stress as a consequence of supporting their child's needs. Parents or carers have some time regularly to pursue their own interests and to relax

Some Support is required-when the young person's needs result in the parent/carers regularly experiencing stress. This has an impact on their day to day wellbeing. Parents have very little time to relax.

Or

When there are occasional difficult behaviours which sometimes place siblings at risk and siblings may experience disruption in their ability to have friends around the house or to do homework.

Lots of Support is required - when the parents and carers experience severe stress as a result of the impact of caring for the young person and this is affecting their mental or physical health and this is in turn affecting the whole family.

Or

The needs of the young person require a lot of support and time from parents that the other children in the family are seriously effected and this is resulting in siblings experiencing high levels of stress or tiredness.

Exceptional support is required – when parent/carers feel such high levels of stress as a result of the impact of caring for the young person that the family is in crisis and professional support is needed to sustain the family.

Or

When parents/carers have their own health care needs that have exceptional impact on their ability to support their young person day to day.

| B. Parent/ Carers get a good nights sleep | | | |
|--------------------------------------------------|--------------|-----------------|---------------------|
| No additional support required | Some Support | Lots of Support | Exceptional Support |
| 0 | 6 | 9 | 12 |

No additional support is required- when the parent/carers generally sleep well, are usually not disturbed through the night and get sufficient sleep to be able to have the energy to care for the young person without feeling overtired.

Some Support is required - when the parent/carers are up several times each week to support the young person and as a result they feel overtired throughout the day. Or where the young person goes to bed late or is an early riser and this leads to the parent carer feeling over tired.

Lots of Support is required - when the parent/carers are up several times throughout the night every night to support the young person or the sleep pattern of the young person is so erratic that this leads to the parent/carer feeling exhausted.

Exceptional support is required - when the parent/carers are feeling overwhelmed by the sleep deprivation that caring for the young person entails. This is leading to an extreme level of exhaustion and stress for parent or carers and the family as a result is in crisis.

C. Parents carers get the support they need from friends, neighbours and extended family which regularly provides them with short breaks

| No additional support required | Some Support | Lots of Support | Exceptional Support |
|--------------------------------|--------------|-----------------|---------------------|
| 0 | 10 | 15 | 20 |

No additional support is required- when the parent/carers are well supported by friends, neighbours and their extended family. There are several people who know and love the young person and are willing to help with caring for them. The parent/carer knows that there is a group of people they can turn to for help on a regular basis.

Some Support is required - when the parent/carers receive some extended family and friend support but this is infrequent and for only very short times. There are few breaks provided by family and friends for the carer.

Lots of Support is required - when the parent/carers receive no support from family and friends with the care of the young person and this leads to stress and overtiredness. Although there is not a supportive network amongst extended family and friends there is support from a partner or a family member living with them.

Exceptional support is required - when a parent/carer feels extremely isolated. One person is caring for the young person solely without any support from family or friends. The parent carer is under a great strain as a result and this is having a big impact on their health and wellbeing.

Individual Record Sheet

Who helped fill this in?..... (Family members, young person, school, other professionals)

Date questionnaire completed.....

| | | | | |
|--------------------------------|---|-----|------|-----------------------|
| Name of child or young person: | | | DOB: | |
| | | | | |
| 5. Equal | | | | |
| A | B | C | D | Total Equal Score |
| | | | | |
| 6. Achieving | | | | |
| A | B | C | n/a | Total Achieving Score |
| | | | | |
| 7. Safe | | | | |
| A | B | n/a | n/a | Total Safe Score |
| | | | | |
| 8. Family | | | | |
| A | B | C | n/a | Total Family Score |
| | | | | |
| Total Score | | | | |