

Newcastle Resource Allocation Individual Budgets Pilot

Resource Allocation Key Stage 4 Ages 14 Plus (Desktop version)

Guidance July 2011

To be used alongside
Newcastle Resource Allocation Questionnaire Key stage 4

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Explaining Outcomes and Newcastle's Vision

This is a guide and explains how to score the Resource Allocation System (RAS) questionnaire for children who are in Key stage 4 aged 14 plus. RAS is a way Children's Services work out how much an Individual Budget should be by scoring the answers to questions and using the total result to work out how much money should be provided. Children's Services offer of funding to young people and children is based upon an understanding that the funded support plan will support the family to achieve good outcomes for the child. Our belief is that if the plan shows that it is trying to achieve real results in a child's life then it is more likely that the child will live a happy purposeful, fulfilling life.

Newcastle Children's Services as part of the City Council is committed to the key priorities set out in our vision for children outlined in the Sustainable Communities Strategy. These priorities are:

- We want children to be free from poverty and its impact
- We want parents and carers to have information and support when they need it.
- We want all children and young people to be protected from violence, abuse and neglect.
- We want children and young people to be safe, happy and respected for who they are
- We want children to have the best start in life
- We want children and young people to be physically, mentally and emotionally healthy.
- We want children and young people to achieve their learning potential in school and beyond
- We want young people to keep on the right track and make positive choices
- We want children and young people to have opportunities and a choice of things to do.
- We want children and young people's rights to be recognised and for them to be treated as experts in their own lives with a role to play in shaping the future
- We want all children to have good outcomes whatever their background or situation

The outcomes we would see as important to achieve these goals would be:

- To stay healthy
- To enjoy and achieve
- To stay safe
- To make a positive contribution
- To achieve economic wellbeing.

To stay healthy - means that the family are supporting the child to remain at the best health the child can achieve. For example the child is eating the right foods, taking enough exercise and feeling relaxed and happy. If the child has complex health needs it may mean that the family are doing all they can to ensure the child receives the right health treatments.

To enjoy and achieve - means that the child has fun, gets to do activities and hobbies that they enjoy. It can also mean that the child is working to the best of their ability at school and that they are learning new skills.

To stay safe - means that the child knows about dangers and has a good understanding of risk. The family help to protect the child from risks of exploitation or abuse. It can also mean very practical things like having a clean and safe home to live in.

To make a positive contribution - means that the child has opportunities to give back to friends, family and their community. For example a child's smile might light up a room or a child might take part in Brownies or Scouts where they make a contribution in a more structured way. The child is confident and deals well with challenges.

To achieve economic wellbeing - means that the child develops skills which will help find work or increase the chance of leading a purposeful life in the future. The child has access to transport and a family income which can support their development

In addition to these outcome we have added section 6, which shows the impact on family life of supporting one or more children with additional needs. It works by setting out these key outcomes and asking how much support the family need to realise this outcome for their young person with additional needs. This is to make sure that we provide funding to families when it is needed to organise support and short breaks that makes sense to them as a family and to their young person.

Explaining how the guidance links to the questionnaire.

The RAS questionnaire shows families what funding the Local Authority intends to provide to meet assessed needs and helps Children's Services provide funding to families more fairly. It does not replace the Common Assessment Framework(CAF), Initial or Core assessment and does not by itself meet the Local Authority's duties to assess children in need. The assessment (Initial, CAF or Core) is the child's 'statement of need'. When assessing the support that the young person requires the family circumstances, extended family networks and community resources that are normally accessed, need to be taken into account within the questionnaire. To complete the questionnaire accurately it should be completed 'as if there was no paid support' already involved in supporting the child or young person.

The range of support bands dovetails with Children with Disabilities (CWD) team criteria "CWD Social Work Team Access to Services". Children and Young People scoring consistently in a support band in the RAS questionnaire should be assessed as experiencing a similar need in their needs assessment. For example, the following bands in the RAS should roughly equate to the following needs bands in the criteria.

RAS Bands	=	Criteria Bands
0 support	=	No needs
Small Support	=	Low level needs
Some support	=	Moderate level needs
Lots of support	=	High level needs
Exceptional Support	=	Exceptional Circumstances

The questionnaire has a set of statements that every child can expect as a reasonable lifestyle and each statement has a score. This guidance 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.

The RAS questionnaire is completed by a social worker with the family and those who know well, love and care for the young person. The RAS questionnaire is intended to be shared openly with families and families and young people should have copies of the guidance so that the scoring is transparent. It is designed to help families participate in the decision making.

The questionnaire is a snapshot of support needs at the present moment in time and should relate to the child's present circumstances.

The result of the RAS questionnaire should be broadly consistent with the assessment. For example it would be highly unusual for a core assessment to show that within the children with disability criteria the child was assessed as showing a high need for support and the RAS to show scores indicating a small need for support. The results of the RAS questionnaire should be read in conjunction with the assessment. The RAS questionnaire is authorised by a Team Manager within Children's Social Care.

An offer of funding is made on the assumption that access to, and participation in universal and mainstream has already been maximised with the skilled support of lead professional and/or representative of the local children's services. The offer of Individualised funding acknowledges that without additional resources the child or young person 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

Understanding the Bands of Support

In Newcastle there are five levels of banding in the questionnaire:

No Support Small Support Some Support Lots of Support Exceptional Support

The worker ticks the band and puts the score in the box next to the question.

No Support	... shows that the young person needs no additional support or that this statement is not appropriate for the young person.
Small Support	...shows that the young person needs either very occasional support or needs temporary support to retain their usual level of ability and confidence
Some Support	... shows that the young person needs some additional support.
Lots of Support	... shows that the child needs specialist support.
Exceptional Support	... shows that the child needs more than 1.1 support

For example:

In the first section Stay Safe, a young person may score quite low due to the support given to them by their close family; however when looking at the family section the impact on the family in keeping the young person safe may be quite significant and this may be acknowledged by a high score in the 'Lots of Support' section within the Stay Safe question in the family section.

No Support	The family are able to support the young person. There is no need for additional support.
Small Support	The family are able to support the young person but to meet the five outcomes they require a small cash allocation to enable the child or young person to live safely and happily in their own community.
Some Support	The family are able to support the young person, however to continue to do this will mean they need some additional support.
Lots of Support	The family are unable to support the child without specialist and substantial support. Without this support the family will not be able to offer a safe and healthy home life to the child. This usually is an indication that the child will need one to one support.
Exceptional Support	There is an acute family crisis for example separation, serious illness bereavement in addition to the family usually requiring Lots of support. Or the young person's behaviour is so challenging that to be safe they require two adults to support them at all times.

Scoring Points

The points cover a range between 0 and 18, each statement has a set of points; many questions score below 18 because we think those questions do not need as much support as questions which have up to 18 points. For example questions around safety and health have bigger scales with a bigger total of points than for other outcomes.

The scale has been developed by "In Control" (a national network which supports Individual Budgets) over the last five years and is based on continuous feedback and development. Newcastle has trialled the RAS questionnaire over 4 years. In this guidance we do not focus primarily on the points but on how each level of support can be defined in relation to the outcome.

Where there is some overlap between bands and you feel that it could be one or another always pick the higher band; it is easier to pull back support rather than under support and deal with the implications of this.

Where you are clear that a statement does not relate to the individual in any way i.e. 'knowing about illegal drugs' the young person may have a complex learning disability which may mean that they will always require supervision and never be able to process information about drugs. This question will be meaning less to them and they will not have a specific support need attached to illegal drugs. In this situation they will score zero

There is no expectation that a child or young person will score in every question, or that every question will be appropriate for every child or young person.

Converting points into funding

Newcastle uses a resource allocation calculator developed by the In-Control network. Once points have been allocated, then the total points will be calculated against our whole existing budget. In this way families with needs for exceptional support will receive a high proportion of the budget and those with small support needs will receive a small proportion of the budget. This calculation will be then translated to an individual indicative allocation from which the family can plan. We always do a lot of preparation before setting peoples allocations so that everyone can see that the young person has received their fair share of the budget.

How to use this guidance

The Guidance notes offer examples for each question in each of the six sections in the Newcastle RAS. These examples describe the characteristics of each level of support when thinking about a specific outcome. The reason why a social worker or other professional completes the questionnaire is that it requires professional judgement based upon skills, training and experience in making judgements and involving families in decision making to complete the questionnaire fairly. The guidance is a set of examples. There will be some examples which do not fit the circumstances of the child well. In these circumstances it requires professional judgement to choose a band based upon the advice within the overall questionnaire and knowledge of the families situation. No guidance can hope to be so specific that it addresses each child's circumstances exactly.

Health and Education Funding

We are working with health colleagues to clarify how to complete this form where a child is receiving full or part funded health care.

Statements in the 'Enjoy and Achieve' section do relate to school/learning at this time. We are looking for a simple reflection of how much 'additional' support a child or young person would need to participate in a learning activity – this gives a reflection of how much support a child or young person may need to participate in other activities in their life. (We do acknowledge that as with work around health funded support this needs further clarification).

1. Stay Safe

Safeguarding is at the heart of every assessment process, it is our primary concern as practitioners, family and community members to keep children and young people protected safe and well in their homes and in our communities. Our duty of care remains the same.

A. To be safe and enjoy the company of the people I know and who support me each day.				
No support	Small Support	Some Support	Lots of Support	Exceptional Support

No support (NS) - The child can keep themselves safe and feels confident in the company of the people that they know in their day to day lives.

Small Support (SmS) – The child can keep themselves safe and confident in the company of the people they know but there are some situations for example on awareness of stranger danger where the child or young person is particularly vulnerable.

Some support (SS) - The child has the skills and abilities to ask the people around them and learns and retains some skills about keeping themselves safe. They are comfortable in familiar places but may need some support from people they know well in new situations/environments.

Lots of Support (LoS) - The child will require 1:1 support in all situations to be safe either in the physical environment and/or in the company of other children.

Exceptional support (ES) – The child cannot be safely left alone at any time – and requires more than one to one support (2:1 support) at all times. The child needs someone to be awake through the night to ensure they sleep safely

B. To enjoy taking some risks; support from people close to me means I am safe taking those risks.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS – The child is risk aware and requires no additional guidance or support.

SMS - A child may need support and supervision until they are familiar with risks. After the child has practiced the activity several times it is reasonable to expect the child to understand how to be safe

SS - A child needs constant support to be made aware of the nature of possible risks, and be supported to ensure that they understand the risks involved. The child may require alternative formats for communication – e.g. Braille, Makaton

LoS – The child needs 1:1 support at times when they are with other children to support their own safety and that of other children.

ES – This is where a child will require 2:1 support to ensure safety in some situations, and people who love and care for them feel that they have little or no understanding of risk.

C. To be safe with the people I know and not to be called names upset or bullied by anyone.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS – The child is able to cope with situations where they might face bullying or harassment. If they need some support to resolve an issue they know who they can approach for this assistance.

SmS - The child is usually able to cope with situations where they might face bullying or harassment but there are some situations where they are particularly vulnerable and may through lack of confidence or communication difficulties not feel able to ask for support. Additional, advice, prevention and support may be required from the family and professionals working with the child.

SS - The child will benefit, from opportunities to develop assertiveness and self advocacy, from raised awareness of what constitutes bullying, understanding the implications of actions, and appreciating the feelings and needs of others. The children will need support to re-visit these issues to support their learning and the opportunities to develop new skills.

LoS- the child has become very distressed by persistent bullying and is struggling to work with professionals to ensure a speedy end to the bullying or professional organisations are struggling to ensure a speedy end to the bullying. The young person needs intensive individual support to bring an end to the bullying

ES – The child is under constant threat and the bullying is significantly affecting several aspects of their life. There are severe and enduring risks of injury to the child that are only partially managed. The child may be self harming or showing an extreme range of harmful behaviour because of living with the ongoing risks associated with bullying. The child requires constant support and supervision across the day and night to maintain their own safety

D. To be safe and not to worry about crime or people shouting or being, aggressive or violent.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - In their day to day life the child has the ability to keep themselves safe, to avoid or cope with difficult and risky situations both within the family home or in other environments.

SMS- The child will have some strengths and resilience, they can communicate some of their concerns through how they choose to communicate, and they will tell somebody they know, in their own time if they have any worries.

SS-The child is usually able to cope with risky situations where they might face difficulty around crime and violence. There may be particular situations where they feel especially vulnerable and may through lack of confidence or communication difficulties not feel able to ask for support. Additional, advice, prevention strategies and support may be required from the family and professionals working with the child.

LoS - A child who needs lots of support will need this because there are some concerns about the levels of risk that the child is exposed to in their home or their community. Or the child's support needs means that they need 1:1 support at all times to reduce their risk of harm to themselves or others.

ES - There are exceptional concerns about the child's safety and there are clearly identified risks. The child either been a victim or perpetrator of a crime or violence. As a result of this they are subject of a child protection plan.

E. To be safe where I live, with the people who live with me and care for me.				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - The child is happy and safe in their home they have strong relationships with their parents/carers

SmS - The child is generally safe and well and the majority of their needs are being met. There are occasions when the child feels unsafe and requires additional reassurance and support to feel confident that they are safe.

SS - The child is generally safe most of the time there but there are some safety issues in specific locations, activities or situations where their safety could be improved through a small amount of support. For example a child may spend a small amount of time with a relative who is not sufficiently tuned in to their needs.

LoS - Some of the child's basic care needs are being met but they are approaching the thresholds of safeguarding, and frequent/ daily support is needed to keep the child safe and well within their home and community. There are some issues of self harm to resolve.

ES - There are many concerns about the safety and well being of the child within the environments that the child lives. They are the subject of a child protection plan. Without exceptional levels of support this child will need to be accommodated to ensure their safety and or the safety of others. There are major issues of self-harm and the child requires constant supervision to prevent self-harm.

2. Be Healthy

A child's health and wellbeing will impact upon all areas of their life. If health is not supported well and a child's health impact upon the rest of their day to day life, then support needs can arise.

A. To be as fit and healthy as I can be.				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS – If a child has no particular health issues. Yes they get the common illnesses but they recover in the usual duration for that illness.

SmS – A child needing small support may need this because a medical condition for example like Cerebral Palsy affects balance and for some children and young people may require extra supervision when they do some activities.

SS – A child needing some support may need this because they have a particular health care need, like epilepsy, it is well controlled by the treatment that they are receiving, but they can have seizures that they will need some support in their recovery.

LoS – A child whose needs mean that they need 1.1 support to stay healthy and safe, and may need assistance from people who have had guidance and training to meet their health care needs. The child will need support with the majority of their daily living and self care. The world is a difficult place to understand for some children and they need this level of support to keep them healthy and safe.

ES - A child with this level of health care needs will need 2.1 support at all times and some of this assistance will be with people who have specialist health care skills. The child will be using equipment that is essential to their wellbeing. 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 opportunities

B. To be a relaxed and happy person who doesn't get easily stressed or worried.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS –If a child is generally happy and relaxed. If a child can cope with new environments and is confident when meeting with their peers and enjoys being with other children.

SmS - A child is usually relaxed and happy but goes through occasional periods where they become more easily distressed connected to their medical condition, pain management or mood swings. The child has an occasional sense of stress and anxiety.

SS - Children who feel anxiety when their routine changes and require additional support. A child may need support to know the detail of where they are going when they are going and what they can expect. They need some reassurance, support and supervision on a regular basis in order to manage their feelings and feel relaxed.

LoS - Children whose sense of stress and anxiety effects mental wellbeing and whose needs can be challenging will need lots of support to stay healthy and well. At times they may need 1.1 support. Children who need the help of a psychologist or psychiatrist to work towards feeling relaxed and happy.

ES – Some children's sense of anxiety and stress is so high that they have challenging behaviour which needs to be managed. Some children need 1.1 support across all of their day or higher at times in their day to keep themselves and other people around them safe. They may need support from specialist services constantly reviewing their support as a multi-disciplinary team.

C. To know about close and loving relationships and about safe sex.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS - The child is too young for this to be a support need for them. The child has the skills and the knowledge to learn what they need to know to ensure their sexual safety.

Sms - The child has only a partial understanding of relationships and sexuality and they are at an age of development where this knowledge is important. Carers expect the young person to be safe within their sexual development but there are gaps in their knowledge.

SS - The young person has a lack of knowledge about sexuality and relationships and they are at an age of development where this knowledge is important. The young person needs support to understand relationships and sexuality

LoS - The young person has a complete lack of knowledge about sexuality and relationships and they are at an age of development where this knowledge is important. This lack of knowledge makes them vulnerable to exploitation or abuse. The young person's disability prevents them from reaching an awareness of their sexuality. The child has relationships within their family, friends or social network where there are active risks to be managed.

ES - The young person/child is subject to a child protection plan under the category of sexual abuse or their sexual safety is a key concern of their family and /or the professionals working with the child.

D. To go out a lot; to enjoy being active and taking part in activities. I enjoy being active and taking part in activities

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - A child who needs no support will be an active child who enjoys and gets lots of opportunities to get involved in activities that are right for their age group.

SmS - The child is usually able to be active and take part in activities but occasionally there are some situations where they do not feel confident and may need adult guidance or support for a temporary period to become used to an activity.

SS - If a child needs some support they will need some supervision, and some adjustments might need to be made to make sure they can be included in an activity.

LoS - A child who needs 1:1 support to be included in activities, and where many adaptations are needed to support their inclusion and achieve this outcome.

ES - When a child needs the 2:1 support to get out and about and involved in activities.

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 opportunities to take part in activities

E. To know all about illegal drugs. To have no contact with illegal drugs. I know about the effects illegal drugs and alcohol can have on my health.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - A young person is aware of the potential harm and risks of using drugs and alcohol. They have the knowledge and skills to keep themselves safe in different places in their communities where they might face these issues.

For some children and young people their support needs mean that they always need somebody with them when they are out and about. This support means that they are unlikely to face issues and risks with drugs and alcohol. Parents provide good support to the young person and although they have little knowledge of drugs it is highly unlikely that they will come into contact with drugs and alcohol.

Sms - The young person may require help to access appropriate sources of information. They may need some confidence building, communication skills and support to make use of the services where they could get advice information and guidance.

SS - A young person has limited awareness of the effects of drugs and alcohol .Their peers are experimenting with drugs and alcohol and they are at the early stages of experimentation and there are few signs that their occasional use has affected their behaviour.

LoS - A child who is experimenting in the use of drugs and alcohol and because of their use their behaviour is putting them at risk. In some parts of our community some children and young people are more likely to be exposed or more likely to come in to contact with drugs and alcohol. Drugs are used by family members in the household and the child or young person is unaware of the risks associated with drugs.

ES - A child or young person who is involved in drugs and alcohol and it is impacting upon their daily lives causing significant harm to their health. Their use may lead to or they have been involved in offending. The child might now be involved with the police service or in the criminal justice system.

3. Achieve Economic Well-being

Achieving economic wellbeing is a key foundation in a child's life opening up social opportunities and providing opportunity for development in education and learning work based skills

A. To be excited about going to new places and to look forward to meeting new people.				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - A child who finds new places exciting and a challenge and reacts to new experiences in a similar way to children of their age.

SmS - A child who needs some support might need the support of a peer or an identified adult for a time limited period to settle in to their new environment and learn the ropes.

SS - A child needs repeated reassurance and guidance to access new experiences and may need adult or peer support to iron out difficulties and review the activity.
The organisation hosting the activity may require specialist training for their staff.

LoS - When the child requires 1:1 support most of the time to go to new places and meet new people.

ES - A child who finds it very hard and a challenge to them to try new places. Meeting new people would have to be introduced to them very gradually and carefully and they would need 2:1 support to achieve this outcome 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 opportunities

B. To be as independent as I can be to learn the skills I will need to get myself a job and to live more independently.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - The child or 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.

SS - The child or young person is progressing towards independence and has every prospect of achieving independence and employment but temporary lapses of confidence, illness, or anxiety disrupts progress and at these times they need additional, occasional support to return to education and training.

Sms - The child or young person is learning new skills. In order to keep their skills base and to develop the potential for new ones they need consistent support and reminders. They may need this support on an ongoing basis if they are to build skills towards independence and employment.

LoS - The child 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 one to one basis. They will require 1:1 24 hour support to live independently in the future to enable them to achieve their potential. They need 1.1 support now to work towards the goals of employment and independence.

ES - If a child needs more than 1.1 support for their daily living, self care, and independent skills. 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 has a huge impact on the child's opportunities for independence

C. To live in a house I like, for me and my family to feel safe within our local community

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - Every child needs some care and support to stay safe and well in their home, when they are out and about playing and taking part in activities in their community. All children need to know their boundaries, what they can expect from adults and what is expected of them. With this in mind, a child will need no support that has the skills and abilities to learn to be independent in their own home, to feel safe and with the right level of supervision for their age to get out and about in their community.

Sms - A child needs additional support occasionally within the local community when experiencing new activities. A child who needs some additional support due to communication difficulties.

SS - A child is independent in their mobility in their home and could complete some of their own daily living tasks. They would need some ongoing supervision support and care but this would be mainly when they are outside their family home in their community.

LoS - If a Childs support needs means that to stay safe in their home and community they need 1.1 support at all times. They made need some minor adaptations to their home.

ES - A child with exceptional support needs will need major adaptations to their home to make it more accessible for their needs so for example ceiling track hoisting and adapted bathing equipment. The child's need for support means that they need 2.1 support at home and when they are out in their community.

D. To go out in our car and sometimes to use the bus or train to visit people or go shopping.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS – The child has the opportunities and the resources available to them to get out and get involved in the economic life of their community. They can access public transport and/or their family have access to use a car. For older children they have the potential to learn the skills to travel independently (an important skill for life that will increase their opportunities in the future).

SmS – A child or young person has some skills and road safety. They need initial support to deal with new situations, bus routes and changes to their routine.

SS – A child does not currently have road safety skills. They need support to remember skills and the company of a responsible adult to stay safe.

LoS – A child who needs individual support or can only access transport at certain times of the day say for example the when it's quiet.

ES – When a 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 they need to travel on their own. Their challenging behaviour means that they require a quiet environment suitable to their needs.

E. I don't think we have too many money problems at home, at least no more than anyone else.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS - The family are working or earning money and are not entitled to family working tax credit. There is no significant debt burden which has required professional intervention (involvement of debt advocacy in response to a court order or personal bankruptcy)

SmS - The family are working or earning money and are entitled to family working tax credit as a result the economic resources that the family have at their disposal are maximised to the benefit of their children. There is little money left after spending on the family's basic needs. The family need some support to make sure that their children can have some opportunities to get involved in activities. There is no significant debt burden which has required professional intervention (involvement of debt advocacy in response to a court order or personal bankruptcy)

SS - The family are not working and are entitled to benefits The family have a low income but manage it well. It is constantly difficult to find money to fund children's activities. The family's finances are a constant source of stress for parents and carers. The young persons opportunities can be restricted as a consequence of the families finances. There is no significant debt burden which has required professional intervention (involvement of debt advocacy in response to a court order or personal bankruptcy)

LoS - The family are not working and are entitled to benefits or the family are working but there is a significant debt burden which involves professional advocacy in response to a court order or personal bankruptcy. The family have a low income and require support in day to day budgeting The family find it hard to find money for trips, days out and children's activities. There are significant debts to manage which is a constant source of stress and pressure within the family.

ES - There are multiple issues of debt for the family that are putting the child at risk of homelessness.

4. Making a Positive Contribution

It is important to every child to value their strengths and feel involved in their community. This section looks at what is needed to help children to be able to give themselves to the community and feel valued for the contribution they make.

A. To be able to join in activities with other children and young people who live near me.				
No support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - A child who feels safe and can go and get involved in an after school club or youth club without any more support than any other child.

Sms – A child who usually feels safe and can get involved in after school clubs without any specialist support. Support workers however require to be additionally vigilant in group situations. Staff may require additional training or occasional advice from other professionals.

SS - If a child needs to know that there is an adult or support worker that they can turn to for some assistance support and guidance. Where a child needs 1:1 support for a short period of time to introduce the young person successfully to the activity. Other adults who support the activity or club require training and or support to ensure that the young person is included.

LoS - Where a child needs 1:1 support to participate in activities that they are interested in at all times.

ES- If a child needs 2:1 support to get involved in activities. This may be because the child needs 2:1 support to assist with their personal care or health needs or their potential risk to themselves or others mean that they need 2:1 support to stay safe. 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 opportunities for independence

B. I do my best not to get in to trouble. I know the difference between good and bad behaviour.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - We all get in to trouble some times. If a child makes efforts to stay out of trouble and interacts well with their elders and peers they need no support.

SmS - When a child has an occasional need for support because of difficult behaviour for adults to manage

SS - When a child needs professional involvement to support the family with their behaviour. The child may need less than 1:1 support but their behaviour is an issue which requires ongoing intervention and advice.

LoS - A child who requires 1.1 support to keep them self and other people safe and well because of their behaviour or frustration in communication.

ES - A child who needs the support of 2 adults (2:1 support) regularly through the day because they find their day to day life and the environments that they encounter difficult places to understand and it impacts upon their communication and the way that they behave. Without this support in place there would be risks of harm to themselves or others.

C. To know about good and bad relationships. I do my best to get on with the people around me.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - Every child needs some help in negotiating relationships, making safe friendships, being aware of relationships that are harmful and learning how to behave well around people. If a child can learn through experience the difference between positive and damaging relationships, usually mixes well with their peers and forms friendships which they enjoy then they will need no support.

SmS - The child usually manages well to weigh up relationships and has established a social circle. This can be disrupted by the child's mood swings and or medical condition. The child often needs support to re-establish relationships. The child occasionally needs guidance to weigh up the value of a friendship.

SS - The child has difficulty weighing up potentially harmful relationships and is vulnerable to exploitation as a result. The child does not learn readily through experience and finds social relationships difficult to interpret. Without guidance they can continue with poor one sided relationships long after most of their peers would have ended the relationship. The child needs support to negotiate their relationships on an ongoing basis

LoS - A child who is socially isolated and finds it extremely difficult to form relationships. A child who cannot make sense of many social situations and finds it difficult to relate to others. Typically the child will need 1:1 support to help to relate to others. The child does not know how to relate to their peers in such a way to sustain a friendship.

ES - The child has no sense of social boundaries and has severe challenging behaviour. The child is extremely vulnerable to the risk of abuse and exploitation. The child may be involved in the criminal justice system and has become enmeshed in criminal activity. The child needs 2:1 support

D. To enjoy new challenges and to be confident that I can succeed to the best of my abilities.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS - A child can cope with new challenges and they enjoy trying new things. A child is generally happy to try out new experiences and is willing to join new activities. The child copes well with changes in their life. The child has good enough concentration skills to succeed in most age appropriate activities and learning at their level.

SmS - A child will need support for a limited time or occasionally depending upon the activity they are involved in. A child who copes generally well with changes to their routines but there are some activities where they are struggling to keep pace with their peers or their changes in mood make them less confident in trying out new activities.

SS - A child who needs some support will need encouragement support and supervision to take up new challenges. Without adult support the child would not be able to join new activities successfully. A child who needs adults to support them for a time limited period until they are confident within a new activity.

LoS - If a child needs 1.1 support to try new things. A child who needs a high level of support to succeed in activities and the activity requires to be tailored to their abilities for them to gain satisfaction from it.

ES - Some children find new challenges very difficult or stressful, they will need exceptional support to get involved. This means 2.1 support.

E. I am good at thinking about new ideas and communicating my choices. I can express myself easily. Adults and other young people can understand my communication clearly.

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - When a child or 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.

SmS - A child can usually communicate in a way which can be understood but may need extra time to process a conversation and to formulate what they wish to express. A child may have more difficulty than their peers with planning and thinking about new concepts.

SS - A child who 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.

LoS -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

ES - A child who finds it difficult to express their needs and wants and who needs 2:1 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.

5. Enjoy and Achieve

This part of the questionnaire considers the extent to which the child is able to have fun and gain a sense of pride and satisfaction within the activities they take part in.

This also looks at the opportunity the child has to make steps towards achievements for example in the academic, community, sporting and artistic fields.

A. To look forward to going out with people I know and to get involved in activities in my community.				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - Children where they have few fears or worries about going out and getting involved in activities with people they know well.

SMS - When a child usually copes but additional preparation and reassurance is required to make the activity a success. A child usually copes well with getting involved but has some difficulties in group situations. A child is socially isolated and they or their family need encouragement and support to find out about local resources and get locally connected.

SS - When a child can only participate successfully in an activity if they need to know who is going to be at an activity and who will support them. If their support needs can only be met by people who know them well. Where the organisation hosting the activity may need specialist training. Where the organisation hosting the activity needs to supervise the child carefully within a group setting.

LoS - When a child can only participate successfully in an activity if they have an individual worker assigned to them who knows them well i.e. 1:1 support.

ES - When a child needs 2:1 support 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 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 opportunities for independence

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 opportunities for independence.

B. To be relaxed and able to enjoy being away from home with people I know.				
No Support	Small support	Some Support	Lots of Support	Exceptional Support

NS - A child is at an age where they can cope well with being away from home and the adults that are responsible for their care can support their needs.

SmS - If a child feels safe to go away with other adults they know. Whilst they are away from home the child's carers require knowing about their routines in detail and providing support to ensure the child is reassured.

SS - When a child needs a detailed timetable and structure of activities when they are away from home. Where the child will need frequent reassurance and support from adults. Where the responsible adult would require careful preparation, training or intervention strategies.

LoS - When a child can only go away from home with people who they know very well. The child needs one person to concentrate on their support (1:1 support) that knows their needs and can keep them safe and well.

ES - Some children have few opportunities to get away from home without their family (even for family and carers it is difficult to get to other places as the environment can impact upon a child's wellbeing) because their support needs are such that people will need to have a very good understanding or have had specific training. The child requires 2:1 support. 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 opportunities for independence.

C. To have a circle of friends and people who care about me at home, school and at places I visit.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS - A child who enjoys other children's company and finds it easy and enjoyable to meet and make friends. A child who needs no support to start and maintain their friendships. There are strong family networks and the child is involved in these.

SmS – A child usually does not need support to get out of their house and meet friends but friendships will break down easily. The child feels insecure and does not maintain confidence in their ability to socialise.

SS - If a child needs the support of their family or carers to get out of their home and meet up with their friends.

LoS - A child who needs lots of support with their friendships will need 1:1 support to keep friendships going and to get out and about with their family.

ES - Friendships are hard to keep and the child needs a lot of support to keep in touch and keep their friendships. Children who find it hard to leave their home or environments that they know well will find it hard to keep friendships without support that understands their support needs they will need support from people that is skilled and sensitive. It may be that two supporters (2:1 support) are required to support activities.

D. To visit different places with people I know, to be able to participate in a variety of activities.				
No Support	Small support	Some Support	Lots of Support	Exceptional Support

NS - When a child is supported to get involved in different leisure interests by their family and face few barriers. A child is made welcome at different places and in activities that other children of their age go to.

SmS - When a child usually is confident in participating in a variety of activities but needs additional support at times when they are overtired (For example through chronic insomnia) Additional consideration needs to be given to how they are reassured and prepared to take part in activities.

SS- Some additional support is required to be provided to help the child to participate in a variety of activities. The child may be unconfident in the early stages of any new activity and this needs planning and adult supervision or participation to engage in a new activity.

LoS - When a child needs 1.1 supports to be included in a variety of activities or in order to take part in an activity major adaptations beyond what is required by the Disability Discrimination Legislation would be needed for a child for example a specific changing room with hoists.

ES - When a child needs 2.1 support to be included in a variety of activities. For example where a child may pose a risk to themselves or other and their need for safety as a result of challenging behaviour severely limits restricts the places they can visit and activities they can take part in. Another example would be where 2:1 support is required to support their health needs or personal care while taking part in a visit or activity
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 opportunities in participating in different activities.

6. The Family

This section explores the impact of trying to achieve the above five outcomes on the family as a whole and looks at what support parents and carers may need to support them in each of the five outcomes. The scoring in the family section should reflect how the needs of the siblings in the family have been affected by the young persons support needs. The term “family” should not be read as parents and carers but the whole family.

A. Stay Safe – staying safe in everyday life at home and out about.				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS-The family cope well and are resilient in supporting their child’s needs; they have the parenting capacity to meet these needs and to keep the child safe and well. The family do not experience overtiredness or stress as a consequence of supporting their child’s needs

Sms – The family cope well in supporting their child’s needs and have parenting capacity to keep them safe and well. Supporting their child’s needs requires additional effort on the family’s part which tends to result in over tiredness and affects their resilience. For example parents may receive insufficient sleep on an ongoing basis or siblings may experience disruption in their ability to have friends around the house or to do homework

SS - The parents/carers need some support with their child’s safety. The child’s emotional needs and behaviours are well met but there are occasional difficult behaviours which place siblings at risk occasionally.

Or
Supporting their child’s needs results in stress to parents/carers which has a continual impact on the day to day wellbeing of the parents/carers.

LoS - There are concerns about the child’s care. Childrens Services are offering information advice and guidance to the parents/carers that aims to ensure that the child’s care improves.

Or
The child’s challenging needs means that there are risks to the child and their family or carers safety on a regular basis.

Or
The child’s day to day support needs mean that they need several hours a day of family time and care to keep them safe and well. As a result the parents and carers experience exhaustion and severe stress that is affecting their mental or physical health and this is affecting the whole family.

ES -. There are many concerns about the Childs safety and wellbeing and they are the subject of a child protection plan, there are concerns that the child may need to be accommodated.

Or
The child’s challenging needs means that there are severe risks of harm from and /or to the child which means that family members struggle to remain safe when the child is with them.
Or

The child's day to day support needs mean that they need several hours of family time and care to keep them safe and well. As a result the parents and carers experience exhaustion and severe stress that is affecting their mental or physical health to the degree where the family is in crisis and professional support is required to sustain the family.

Or

The child's parents/carers have their own support needs that make it hard for them to continue to support their Childs needs.

B. Be Healthy – Be fit and healthy, able to manage without specific health or other supports				
No Support	Small support	Some Support	Lots of Support	Exceptional Support

NS - The child's health needs are no greater than any other child of a similar age. The family cope well with their child's needs and they make sure that they attend appointments and health checks.

SmS - If a child lives with a specific health need that is well controlled with the treatment or medication that they have been prescribed. On most occasions their parents or carers cope well.

SS - A child's health needs are demanding to parents and this creates stress within the family. Or the family have difficulty understanding the child's health needs or treatment plan of the child and need additional support from professionals to ensure the child's needs are met
OR due to the child's health needs siblings play a key caring role which is impacting on their own development.

LoS - When a child has a health support need that is not controlled by treatment or the child has some challenging needs that need 1.1 support.

ES - The child has multiple health care conditions that need constant care and support. The child needs to be observed or is technically dependent 24 hours day and this need will require support for the long term in their life.

Or the child's challenging needs impact upon the child's health and those of their parents/ carers.

Or the family member and main carers have their own health care needs that have exceptional impact on their ability to support their child day to day

Or the child's health care needs requires support several times through the day and their health needs require the family to provide several hours each day of support.

Or the child's challenging needs impact upon the child's health and those of the family

Or the family member and main carers have their own health care needs that have exceptional impact on their ability to support their child day to day.

C. Achieve Economic Well-being – Supporting a child’s learning and social development.

No Support	Small Support	Some Support	Lots of Support	Exceptional Support
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NS -The family’s economic well being is good and parent/ carers have sufficient support from mainstream services family and friends that they are able to work. The family have high expectations that their child will achieve at school and learn skills that make employment a possibility.

SmS - The economic well being of the family is worse than families without a disabled child because they require additional childcare to work and cannot always find it. This has restricted parent carer’s employment opportunities and their sense of wellbeing.

SS -The economic well being of the family is restricted because a parent carer’s choice of work is severely restricted due to the support needs of their child or young person. For example the young person requires to be cared for in school hours due to being unable to attend school as a result of their health needs.

LoS - The economic well being of the family is damaged because a parent /carer believes it is impossible to work because of the child’s health or emotional needs .For example for children who need care through the night and who have a high need for support through the day can mean it is very difficult to guarantee time to work.

ES -The economic well being of the family is damaged because both parent /carer believes it is impossible to work because of the child’s health or emotional needs. Parent/carers experience stress or mental health problems as a result of unemployment which effect family life and their confidence in seeking employment in the future. There are multiple issues of debt for the family. The child or any member of the family has few if any chances to have new opportunities to get involved in learning and social development.

D. Make a Positive Contribution – Being an active member of the family, the local community				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - The family can support their child to get involved in activities in their community, they need no support. There is a strong family circle of support that includes the child in family life.

Sms - Family and carers try hard to get their child involved in wider family/community activities and events. Their child needs supervision support or prompting to get involved.

SS - The child and family are unaware of community activities that are available. The child has difficulty in relating to others and making relationships.

The child and their siblings spend very little time together and may be growing apart. The family need encouragement and support to introduce the child to community activities and the child needs supervision and support to get involved. Without reviewing the activity it is at risk of ceasing.

LoS - When a child needs 1:1 support from their family to get involved in their community. Or the opportunities to get involved are limited because of their needs and the local area is not accessible to them as a family.

ES - When a child needs 2:1 support for the family to take part in their community or the child's support needs means that it is very challenging to access their neighbourhood or a community building. For example where the child has challenging behaviour which places themselves or others at risk of harm or where the child's health needs mean that they require a specific risk assessment for every community setting they use.

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 families opportunities to take part in community life.

E. Enjoy and Achieve – attending school, supporting learning and friendships outside school

No Support	Small support	Some Support	Lots of Support	Exceptional Support
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NS - The child parents and carers make sure that their child attends school and they have high expectations for their children's future and with other parents and carers make sure that their children meet up with their friends when they are outside school.

SmS - Family works hard to make sure their child attends school and develops friendships. The child's school attendance is good. The child has a friendship circle but the family find it difficult to connect the child to family and friends during school holidays. The child needs prompting and encouragement to participate in learning every day and the family constantly encourage the child to participate in learning.

SS - Family works hard to make sure their child attends school but the child's support needs mean that they can't always attend. The child will miss several school days most terms because of their support needs.

Or the child and family are quite isolated. The child does not have many friends and at weekends and evenings spends little time with young people their own age.

LoS - If a child's unexplained absence (including a child's ill health or challenging support needs) / attendance at school is poor- i.e. below 70%. The impact upon the family and carers of the child's needs is such that they need support frequently across the week.

ES - The child has no school placement, the parents/carers are not able to follow their own educational aspirations, or it means that they are not able to work or are having to give up work to care for their child. Or the child's support needs are that they need 2.1 support to attend school. Or the family's lifestyle is such that they are not supporting their child to attend school on a regular basis, they are at immediate risk of legal action/ prosecution because of poor attendance.