

Personal Budgets (December 2013)

Appendix 2 – Essex Combined RAS and Guidance

Essex Individual Budgets Combined Resource Allocation Draft 6 Social Care and Health

Support for children and young people

This Assessment tool is a simple way of assessing the amount of support a child or young person needs to move towards the 5 Every Child Matters Outcomes. When completing this questionnaire you should read the guidance notes (these are also included within this appendices).

Notes:

- It is detailed but it is a way of allocating an **indicative budget** which can then be used to deliver personalised support.
- This assessment should be filled in with the child, young person and those closest to them. Parents should also receive a copy of the guidance notes. The completed RAS is then passed to the respective manager for authorisation.
- To complete accurately, the assessment should be completed 'as if there was no paid support' already involved in supporting the child or young person.
- **Children's support needs should be considered in the context of children of a similar age where there are no additional needs.**
- The language used has been written to be open to older children and young people, it is important to view this as a pilot process that will inform the development of a set of questions that can be answered either by a child, a young person or an appropriate adult on their behalf.
- Each question starts with a positive outcome as a statement of what support should focus on. The intention is to indicate how much support is needed to enable this positive statement to be as 'true' as possible for the child or young person. This is followed by a box where the questions score should be placed. If 'No support' is appropriate for the child then there is a zero score.
- Where you are clear that a statement does not relate to the individual in any way i.e. the statement about secondary education where the child is attending primary school simply score '0'. Similarly with a statement about 'knowing about illegal drugs' and filling the form in for a 1 year old child the same is done i.e. filling in '0'.
- Enjoy and achieve; Question B applies to Primary School and Question C to secondary school – only complete the appropriate question for the child based on their age. Score '0' for the inappropriate question.

Please answer the questions in the context of the ongoing support the child/young person and their family needs. Where additional short term support is required this should be made explicit and not included in the allocated personal budget. For

example, where there is Acute unstable health condition (non-terminal) , deterioration in health condition (terminal stage of illness) or family crisis.

Short breaks and support through attending education are considered in the Family Section at the end of the RAS – please bear this in mind to avoid replicating scoring in these areas.

Important: 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.

1. Stay Safe

A. To be safe and enjoy the company of the people I know and who support me each day. What level of support does the child need to achieve this?	
No support	0
Small support	1-3
Some support	4-7
Lots of support	8-11
Exceptional support	12-15

Reasons for scores

B. To enjoy taking some risks; support from people close to me means I am safe taking those risks. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some support	4-7
Lots of support	8-11
Exceptional support	12-15

Reasons for scores

C To be safe with the people I know and not to be called names, upset or bullied by anyone. What level of support does the child need to achieve this?		<input type="checkbox"/>
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of support	8-11	<input type="checkbox"/>
Exceptional support	12-15	

Reasons for scores

D. To be safe and not to worry about crime or people shouting or being, aggressive or violent. What level of support does the child need to achieve this?		<input type="checkbox"/>
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of Support	8-11	
Exceptional	12-15	

Reasons for scores

E. To be safe where I live, with the people who live with me and care for me. What level of support does the child need to achieve this?		
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of support	8-11	

Exceptional Support	12-15
Reasons for scores	

2. Be Healthy

A. To be as healthy as I can be the support I need around my breathing is....	
I have no breathing problems	0
*I require*occasional suction, PRN or regular inhalers/nebulisers	2
I require regular oxygen therapy	4
* I require suction	4
I have apnoea's and/or compromising airway abnormalities	4
I have an artificial airway	10
I require mechanical ventilation support at night to promote my health and quality of life	15
I require life supporting mechanical ventilation support at night	20
I require mechanical ventilation support during the day and at night to promote my health and quality of life	25
I require life supporting mechanical ventilation support during the day and at night	30
I am totally dependent on mechanical ventilation.	35
TOTAL	

B. To be as healthy as I can be the support I need around my personal elimination	
I require no additional supervision	0

I require an increased level of supervision	1
I require a carer to help me with my hygiene/toileting needs as I am incontinent	2
I require support to manage my stoma and/or catheter	3
I am totally dependent on two carers to help me with my hygiene/toileting needs.	3
TOTAL	

C. To be as healthy as I can be the support I need to meet my nutritional needs is	
I require no additional support	0
*I require additional supervision or assistance	1
*I require gastrostomy/jejunostomy feeds	1
*I take in excess of an hour to feed with assistance or I require frequent enteral feeds	3
*I frequently vomit and may aspirate	2
*I require naso-gastric feeds	3
* I have a complex feeding regime which includes TPN or overnight nasogastric feeds	4
TOTAL	

D. To be as fit and active as I can be the support I need to mobilise is	
I require no additional support to mobilise safely	0
I can mobilise but I require increased supervision to maintain my safety	1
I need one person to help me to transfer with or without equipment	2
I require one person to help me to change my position and to provide pressure area care	3
I require two people to change my position and support my mobilisation	4
TOTAL	

E. To be as healthy as I can be, the support I need for my sleep and rest is:	
I have no sleep difficulties and I have no additional safety concerns during sleep	0
I have difficulty in getting into a bed-time routine/sleep pattern	1
I have health problems which make me irritable and affect my sleep	3
*I have Safety concerns during sleep	3
*I need my carer to help me during the night . The number of times I need help during the night is: Please score 1 point for each time I need my carer to help me - (maximum	

of 6 points)	
	TOTAL

F. I have experienced seizures. The support I need with these is:	
I have a history of seizures but none in the last 2 years	0
I require minimal supervision for managing my partial seizures/absences	1
I need support from my carer to minimise environmental triggers but I do not usually need rescue medication (not required in the last 3 months.)	3
I need support with acute medical interventions for my seizures (required in the last 3 months.)	4
	TOTAL

G. To be as fit and healthy as I can be, I need additional care to support my health needs. The amount of time this takes is	
<u>Less than 1 hour per 24 hours</u>	0
<u>Between 1 and 2 hours per 24 hours</u>	1
Between 2-4 hours per 24 hours	3
More than 4 hours per 24 hours	4
	TOTAL

H. To be as fit and healthy as I can be. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for scores

I. To be a relaxed and happy person who doesn't get easily stressed or worried. What level of support does your child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

J. To know about close and loving relationships and about safe sex. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7

Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

K. To go out a lot; to enjoy being active and taking part in activities. I enjoy being active and taking part in activities What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

L. 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. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

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3. Achieve Economic Well-being

A. To be excited about going to new places and to look forward to meeting new people. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

B. To learn the skills I will need to get myself a job and to live independently. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

C. To be as independent as I can be the support I need to meet my personal care needs is:

I require no additional supervision	0
Requires additional supervision for dressing/hygiene/safety relative to age	1
*Requires regular change of clothes due to health need	1
Totally dependent on one person for washing and dressing	3
Totally dependent on two people for washing and dressing needs	4
TOTAL	

D. To live in a house I like, for me and my family to feel safe within our local Community. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

E. To go out in our car and sometimes to use the bus or train to visit people or go shopping. What level of support does the child need to achieve this?	
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No Support	0
Small Support	1
Some Support	2-3-4
Lots of Support	5-6
Exceptional Support	7-8

Reasons for score

F. I don't think we have too many money problems at home, at least no more than anyone else. What level of support does the child need to achieve this?	
No Support	0
Small Support	1
Some Support	2-3-4
Lots of Support	5-6
Exceptional Support	7-8

Reasons for score

4. Making a Positive Contribution

A. To do lots of things with other children and young people who live near me. What level of support does the child need to achieve this?	
No Support	0
Small Support	1
Some Support	2-5
Lots of Support	6-7-8
Exceptional Support	9-10

Reasons for score

B. I do my best not to get in to trouble. What level of support does the child need to achieve this?	
No Support	0
Small Support	1
Some Support	2-3-4
Lots of Support	5-6
Exceptional Support	7-8

Reasons for score

C. To know about good and bad relationships. I do my best to get on with the people around me. What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-6
Lots of Support	7-10
Exceptional Support	11-18

Reasons for score



D. To enjoy new challenges and am confident that I can succeed to the best of my abilities. What level of support does the child need to achieve this?		<input type="checkbox"/>
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of Support	8-11	
Exceptional Support	12-15	

Reasons for score

E. My teacher tells me and my family / carers that I am really good at thinking about new ideas. What level of support does the child need to achieve this?		<input type="checkbox"/>
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of Support	8-11	
Exceptional Support	12-15	

Reasons for score

5. Enjoy and Achieve

A. To look forward to going out with people I know and to get involved in activities in my community. What level of support does the child need to achieve this?		<input type="checkbox"/>
No Support	0	

Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

B. To enjoy taking part in new activities and learning new skills(Primary School Children Only) What level of support does the child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

C. To be relaxed and able to enjoy being away from home with people I know. (Secondary School Children Only) What level of support does your child need to achieve this?	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15



Reasons for score

**D. To have a circle of friends and people who care about me at home, school and at places I visit.
What level of support does the child need to achieve this?**

No Support	0
Small Support	1
Some Support	2-3-4
Lots of Support	5-6
Exceptional Support	7-8

Reasons for score

**E. To visit different places with people I know, to be able to participate in a variety of activities.
What level of support does the child need to achieve this?**

No Support	0
Small Support	1
Some Support	2-5
Lots of Support	6-7-8
Exceptional Support	9-10

Reasons for score

F. To be the best communicator I can be, the support I need is.....

I am able to communicate effectively in a social environment	0
I require additional verbal/non verbal prompts to help me to communicate effectively	1
I need one to one support from a carer to help me to communicate	1
My carer has difficulty understanding my verbal /non –verbal communication	2
I have a specific sensory impairment which affects my ability to communicate	5
<i>Please score an additional 2 points for each additional sensory impairment. (maximum of 4 points)</i>	
TOTAL	

6. The Family

A. Stay Safe – staying safe in everyday life at home and out about	
No Support	0
Small Support	1-3
Some Support	4-7
Lots of Support	8-11
Exceptional Support	12-15

Reasons for score

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B. Be Healthy – Be fit and healthy, able to manage without specific health or other supports		<input type="checkbox"/>
No Support	0	
Small Support	1-3	
Some Support	4-7	
Lots of Support	8-11	
Exceptional Support	12-15	

Reasons for score

C. Achieve Economic Well-being – Supporting a child’s learning and social development		<input type="checkbox"/>
No Support	0	
Small Support	1-2	
Some Support	3-6	
Lots of Support	7-9	
Exceptional Support	10-12	

Reasons for score

D. Make a Positive Contribution – Being and active member of the family, the local community		<input type="checkbox"/>
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No Support	0
Small Support	1
Some Support	2-3-4
Lots of Support	5-6
Exceptional Support	7-8

Reasons for score

E. Enjoy and Achieve – attending school, supporting learning and friendships outside school	
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No Support	0
Small Support	1-2
Some Support	3-6
Lots of Support	7-9
Exceptional Support	10-12

Reasons for score

7. Education Support

A. I attend nursery/ school each week for:	
Less than 5 hours	5
Between 5-10 hours	4

Between 10-15 hours	3
Between 15-20 hours	2
Between 20-30 hours	1
More than 30 hours	0

8. Short Break Support

A. I receive short breaks for: (the average number of short break hours offered per week)	
Less than 5 hours	5
Between 5-10 hours	4
Between 10-15 hours	3
Between 15-20 hours	2
Between 20-30 hours	1
More than 30 hours	0

Individual Record Sheet

Name:

Date:

Initial / ID:											Age:	
Stay Safe												
A.	B.	C.	D.	E.								Total
Be Healthy												
A.	B.	C.	D.	E.	F.	G.	H.	I.	J.	K.	L.	Total
Achieve Economic Well Being												
A.	B.	C.	D.	E.	F.							Total
Make a Positive Contribution												
A.	B.	C.	D.	E.								Total
Enjoy and Achieve												
A.	B.	C.	D.	E.	F.							Total
Family												
A.	B.	C.	D.	E.								Total
Education Support												
A.												Total
Short Break Support												
A.												Total
Total points scored												

Who from the family helped the social worker/lead professional complete this form?

Are there any concerns about specific questions or scores?

Are there any disagreements between the social worker/lead professional and the family?

The lead professional / social worker who completed with the family / child / young person

Agreement to base an indicative allocation for given on.....

By..... (Team Manager/ Health Needs Assessor)

Resource Allocation Individual Budgets Pilot

Draft

Outcomes Based Combined Resource Allocation

Guidance March 2012

To be used alongside
Resource Allocation
Individual Budgets Pilot Questionnaire and RAS 4

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Using Every Child Matters Outcomes

This is a guide to support the use of the RAS Final Version (October 2009). Our approach to the allocation of funding to young people and children is based upon the five Every Child Matters outcomes. Childrens Services have a duty to promote 5 aims for every child which if achieved together should mean that the child is living a happy purposeful, fulfilling life. These are called the “Every Child Matters 5 Outcomes”.

The 5 Outcomes are:

- 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

All spending distributed by Childrens Services has to promote these 5 Outcomes. Working from the 5 Outcomes we have developed a questionnaire. This is a set of statements which mirror the outcomes framework and offer a simple way of allocating an individual budget. The questionnaire is to be completed by a social worker with families and is designed to help families participate in the decision making about how much funding is allocated to their child. Using outcomes in this way, to allocate funding for each child individually and then looking at plans setting out how the funding will be used to achieve these outcomes is called “Outcomes-

Based Commissioning”. The support plan will be reviewed against these outcomes and helps to check that the funding is accurate to help each child move towards the 5 outcomes.

This guidance sets out our understanding of each outcome and then advises our Resource Allocation System (RAS) questionnaire to offer guidance for each question asked, explaining levels of support and giving some pointers to the statement and what it could mean. The Essex RAS is drawn from colleagues work in Newcastle City Council and Taking Control Networks models (RAS ECM).

The questionnaire is a local authority resource allocation tool it is not a self assessment. It does not replace the 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’. The RAS is a tool which shows families what funding the Local Authority intends to provide to meet assessed needs. 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. The RAS questionnaire is authorised by a Team Manager within Children’s Social Care.

When assessing the support that the child/young person requires the family circumstances, extended family networks and community resources that are normally accessed needs to be taken into account within the questionnaire. The questionnaire is a snapshot of support needs at the present moment in time and should relate to the child’s present circumstances. The last section, section 6, acknowledges impact on family life of supporting one or more children with additional needs. It works by setting out the Every Child Matters outcomes and asking how much support the family need to realise this outcome for their child or young person with additional needs.

Levels of Support

In Essex there are four levels of support beyond 'No Support'

- No Support
- Small Support
- Some Support
- Lots of Support
- Exceptional Support

There are five bands; no support, small support, some support, lots of support, exceptional support. Tick the band and put the score in the box next to the question.

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

For example:

In the first section Stay Safe, a child 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 their child 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 child may be very young. The family are able to support the child. There is no need for additional support.
Small Support	The family are able to support the child but to meet the ECM 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 child or 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.

Points

The points cover a range between 0 and 18. Each statement has a set of points; the range being governed by the outcome stated. For questions around safety and health, the scales are often bigger with a bigger total of points than for other outcomes.

This allows a judgement to be made as to whether a family and child or young person should be allocated low or high points within the band. This is because a need may be border line

between bands. 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.

The scale has been developed by Taking Control over the last three years and is based on continuous feedback and development.

The Questionnaire and Resource Allocation

Essex is following a resource calculation developed by the In-Control network called RAS 4. Once points have been allocated, they will be then translated to an individual indicative allocation from which the family can plan.

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.

Outcomes, Support and Allocations

The Guidance notes offer examples for each question in each of the six sections in the RAS. These examples describe the characteristics of each level of support when thinking about a specific outcome. A social worker or other professional completes the questionnaire alongside the family, using professional judgement based upon skills, training and experience in making judgements. 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.

Quick Guide

- This set of outcome statements allocates an indicative budget/resource to be used alongside the RAS questionnaire and RAS 4
- This assessment should be filled in with the child, young person where possible and those closest to them.
- The allocation 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. This allocation 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 they and their family may need specialist support or opportunities.
- **Children's support needs should be considered in the context of children of a similar age where there are no additional needs.** For example, where considering the 'Stay Safe' questions, all very young children require supervision to stay safe. High levels of support should be recorded where the support is higher than would be required for all young children. Communication needs and personal care needs are explicitly scored in the Bradford Tool – where the Bradford Tool is being used, these aspects should not be scored in the RAS
- Children and Young People scoring consistently in a support band should be assessed as experiencing a similar need in a needs assessment. For example, the following

bands in the RAS should roughly equate to the following needs bands in the Threshold of Need and Intervention Criteria.

RAS	=	Criteria
0 support	=	No or minimal additional needs
Small Support	=	Additional needs
Some support	=	Additional needs
Lots of support	=	Complex needs
Exceptional Support	=	Complex Prolonged, and Critical Needs

- To complete accurately the questionnaire should be completed ‘as if there was no paid support’ already involved in supporting the child or young person. Existing family and community support should be taken into account.
 - We are working 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).
- Each question starts with a positive outcome as a statement of what support should focus on. The intention is to indicate how much support is needed to enable this positive statement to be as ‘true’ as possible for the child or young person.
- Where there is some overlap and you feel that it could be one or another always pick the higher scores within a band or use 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’ and filling the form in for a 1 year old child the same is done i.e. filling in ‘0’.
- Where lifting and handling issues are the factor that indicates 2:1 support being required, consideration should be given to the fact that parents and agency staff can operate under different criteria in terms of lifting and handling.

Important: 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.

Education Support

Guidance needed

Short Breaks Support

What should be included here is the support that the child/young person and family receive where the parent is not acting as a primary or secondary care giver. i.e. receiving a short break. Include only services which are unable to be commissioned for an IB.

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 individual 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 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

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. The child is able to put themselves at risk.

ES – This is where a child will require more than 1:1 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

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. The child requires having activities chosen for them.

LoS - The child will require individual support to understand and moderate their own behaviour and/or intervention to ensure their safety and freedom from bullying.

ES – Constant support and supervision across the day and night is required to support a child's challenging behaviour and maintain their own safety and that of others.

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

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. Other people will be keeping the child safe.

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 has 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.

Cross ref with Bradford tool for these levels of support

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.

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

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

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

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 support of more than two people to get out and about and involved 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.

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

C. To live in a house I like, for me and my family with access to the community to feel safe within our local community				
No Support	Small support	Some Support	Lots of Support	Exceptional Support

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 who 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 Child's support needs means that to stay safe in their home and community they need 1.1 support at all times. They may need some minor adaptations to their home.

ES - A child with exceptional support needs will need major or has adaptations to their home to make it more accessible for their needs so for example ceiling track hoisting and adapted bathing equipment. And/or 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

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

NS - The economic resources that are made available for and to the child means that they need no support to achieve this outcome.

SmS - 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.

SS - 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.

LoS - The economic life of a family means that the child and their family find it hard to find money for trips, days out and children's activities. They need lots of support, particularly in day to day budgeting.

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 at least the support of one supporter to participate in activities that they are interested in at all times.

ES - If a child needs more than 1.1 support to get involved in activities.

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 their behaviour.

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 finds 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. They may also need 2.1 support in their day to day life.

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

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

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. My family/carers tell me, that I am really good at thinking about new ideas, and communicating my choices.

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 as a result they need 1.1 support.

ES - A child who finds it difficult to express their needs and wants and who needs the support of two support workers.

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 needs 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.

LoS - Where a child's support needs means that they need 1:1 support.

ES - When a child needs more than 1:1 support. Or 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.

B. To enjoy taking part in new activities and learning new skills. (Primary school age only)				
No Support	Small Support	Some Support	Lots of Support	Exceptional Support

NS - When a child can cope well with new environments and they enjoy learning new skills.

SmS - When a child requires support, supervision and encouragement to participate and enjoy activities. The child because of their support needs might require assistance to learn, practice and have reinforced the skills needed to enjoy new activities.

SS - When a child needs a detailed introduction to activities 1:1 specialist support for an introductory period and requires any new activity reviewed on a regular basis. Where any universal service would require specialist advice to make the child welcome or provide additional training to their staff.

LoS - Some children who need lots of support find new challenges difficult and if they are to achieve their potential and get enjoyment from the activity they need 1.1 support from somebody who knows them well.

ES - If a child needs a lot of preparation with new challenges. The People who know the child well and provide their support need to provide an exceptional amount of preparation. The Child needs 2.1 support to start the activity.

C. To be relaxed and able to enjoy being away from home with people I know. (Secondary School age only)				
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 to know about their routines in detail and provide 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 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 may require 2:1 support.

D. 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

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 are required to support activities.

E. 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. Major adaptations beyond what is required by the Disability Discrimination legislation are needed for a child.

ES - When a child requires 2.1 support to take part in their interests.

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.

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.

Sms – The family cope well in supporting their child's needs and have parenting capacity to keep them safe and well. This requires additional effort on their part which tends to result in over tiredness and affects their resilience.

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.

LoS - The child's day to day support needs mean that they need a lot of family time and care to keep them safe and well. Or there are concerns about the child's care or The child's challenging needs means that there are support needs for the child and their family/carers safety on a regular basis.

ES - The child's parents/carers have their own support needs and/or they find it hard to support their Childs needs. There may be 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.

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.

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's health care needs are demanding of family time. 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.

In this section, consideration should be given to the use of medication, need for massage, physiotherapy, OT, use of equipment such as standing frames and access to appointments.

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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Consider additional needs of siblings or family membr residing in the home whose needs may impact on parenting capacity

NS - The family’s economic well being is good and they have the resources available to support the child’s learning and development. The family have high expectations of what their child will achieve.

SmS - The economic resources that the family have at their disposal they use to maximise for the benefit of their children. There is little money left after covering for the family’s basic needs and the family need some support to make sure that their children can have some opportunities to get involved in activities.

SS - 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 person’s opportunities can be restricted as a consequence of the families finance.

LoS - The economic life of a family means that the child and their family find it hard to find money for trips days out and children’s activities they need lots of support, particularly in day to day budgeting.

ES - There are multiple issues of debt for the family that are putting the child at risk of homelessness. 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 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 - Exceptional support for the family to take part in their community with their child includes when the child's support needs are challenging and it means that access to their neighbourhood is barred. The child needs support from both of their parents or carers to get involved.

E. Enjoy and Achieve – attending school, supporting learning and friendships outside school				
No Support	Small support	Some Support	Lots of Support	Exceptional Support

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. Family find it difficult to maintain or motivate the child to participate in learning. Child tends to be quite isolated in school holidays from children their own age.

SS - Family works hard to make sure their child attends school; the child's needs mean that they can't always attend. Or the child and family are quite isolated and have few opportunities to meet with their friends outside school time.

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.