



Short Breaks Services Statement

Information on short breaks for
children and young people with
disabilities or additional needs in
Kingston and Richmond



**achieving
for children**

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Introduction

Since 1 April 2011 every local authority has a duty to provide a range of short break services for children and young people with disabilities. Section 25 of the Children and Young Persons Act 2008 requires local authorities to provide short breaks for families with young people with disabilities.



Short breaks provide opportunities for children and young people with disabilities to access mainstream and specialist activities such as after school clubs, a few hours at a leisure or sports activity group, holiday groups or an overnight stay.

Short breaks may also include specialist sessions for children and young people with more complex needs and can include both day and overnight provision.

Short breaks give children and young people the chance to develop new friendships, take part in new experiences, learn new skills and have fun whilst achieving positive outcomes.

The purpose of short breaks is to give children and young people with disabilities the same opportunity as others to take part in various activities. Also for parents and carers to have a short break from caring.

Achieving for Children short breaks programme is for all children and young people with disabilities, their families and carers irrespective of their gender, race, disability, sexual orientation, age, gender reassignment, religion or belief.

Background

How we have increased short breaks in Kingston and Richmond

In the last year, the number of children and young people with disabilities who have received a short break in Kingston has increased by 3.5%. In Richmond there has been an increase of 15.9%.

The higher increase in Richmond is due to short break services being delivered in a different way from April 2015. It now runs parallel with the Aiming High short break funding in Kingston. As a result, many more children and young people in Richmond are receiving funding specifically for short breaks than in previous years.

We aim to continue to provide a range of short break services for children and young people with disabilities, between the ages of 0 and 18 years, who live in Kingston and Richmond boroughs.

Consultation

This statement has been updated after consulting with children and young people with disabilities, parents and carers, and hearing the views from our short break providers and professionals. Together, we have worked to make this statement straightforward and informative. The aim of the statement is to carefully explain the short break services available in the Kingston and Richmond boroughs. We have had very useful input and guidance from all individuals involved.

Our Short Breaks Services Statement

Achieving for Children's Short Breaks Services Statement includes:

- information about the range of short break services available in Kingston and Richmond boroughs
- how to access short breaks
- how we involve children and young people.

- how we involve parents and carers

Achieving for Children will ensure that the statement is reviewed on an annual basis.

Lead officer responsible for the Short Breaks Services Statement

The lead officer responsible for the short breaks services statement is Heather Anderson, Interim Head of Integrated Service for Children with Disabilities.

The Short Breaks Services Statement for children and young people with disabilities can be published in other languages on request. Please contact:

Kingston

David Arrow
Inclusion Development Officer
T: 020 8547 6564
E: david.arrow@achievingforchildren.org.uk

Richmond

Jodi Williams
Inclusion Development Officer
T: 020 8831 6357
E: jodi.williams@achievingforchildren.org.uk

There will be an accessible Short Breaks Service Statement available in April 2016.

Throughout the statement we have referenced the Local Offer website. The website provides information on local services and support available for families including children and young people aged 0 to 25 years with special educational needs or disabilities. www.afclocaloffer.org.uk

The website is frequently updated with new content. If you do not have internet access and require this information sent to you then please contact:

Karen Lowry
SEND Local Offer Content Manager
T: 020 8547 4722

Any queries about the Short Breaks Services Statement should be addressed to:

Heather Anderson, Interim Head of Service
Integrated Service for Children with Disabilities
The Moor Lane Centre
Moor Lane
Chessington
KT9 2AA
E: heather.anderson@achievingforchildren.org.uk
T: 020 8547 5741

1. Short break services

How will we know that short breaks are making a difference?

Short breaks are designed to improve and promote better outcomes for children and young people with disabilities and their families.

Consultation and feedback with children and young people, parents and carers helps to guide the development and commissioning of short break activities.



Providers of short breaks are expected to produce relevant outcomes for every child or young person receiving a short break. These outcomes are regularly monitored by the Aiming High Strategic Board.

Workforce development

The increase in disability awareness and training across mainstream and specialist settings is a continuing target for the short break programme, thereby providing a broader choice for families. The Inclusion Development officers in Kingston and Richmond offer training to mainstream short break providers. They visit short break settings whilst children and young people attend to establish what training is required in each specific setting. This practice is essential in improving short break experiences for children and young people across both boroughs. Training is an ongoing offer and process which will continue to develop. Training and advice is available to all providers. There is an opportunity for providers to receive more specialist training too. For more information on this please see Section 6 on page 17.

Equality Act 2010

Compliance with the Equality Act 2010 is leading service providers to create a seamless service for children and young people with disabilities and their families. Further information can be found in Appendix B on page 25.

Our Local Offer

Achieving for Children understands that it is important to have a variety of short break services that meet the varying needs of children and young people with disabilities and their families.

It is our aim that children and young people with disabilities are provided with the opportunity to access any suitable short break activity they choose in specialist or mainstream settings within the Kingston and Richmond boroughs. Priority is given to short break activities that take place in these boroughs, but out-of-borough short break activities are considered.

A short break is not part of the school curriculum, although we do recognise schools provide activities during the school day for children and young people with disabilities. This includes activities that may take place during lunch breaks or activities outside of the curriculum such as cycling classes.

Short breaks give children and young people with disabilities the chance to develop new friendships, take part in new experiences and have fun doing positive activities.

Achieving for Children recognises that raising a child or young person with disabilities may increase pressure on parents and carers. Short breaks not only provide children and young people with a fun activity, but also support families by giving them a short break from their caring duties.

Our Local Offer is made up of a variety of short break activities for children and young people with disabilities. Information on specialist services and advice on how to access mainstream activities, support & funding can be found on the Local Offer website www.afclocaloffer.org.uk

Our local offer consists of:

- **Specialist short breaks:** provide activities for children and young people who require specialist support (see below)



- **Aiming High funding** (Further details on page 6)
- **Mainstream short break activities:** an activity that takes place in a universal setting (further details on page 7)



Specialist short breaks

Achieving for Children provide and commission range of specialist short break services. Some activities are available to a child or young person who does not meet the Integrated Services for Children with Disabilities Social Care Team criteria and can be accessed by contacting the provider directly. The details can be found on the activities directory found on the local offer website. They include:

- leisure and sports activities
- specialist activities for children and young people with autistic spectrum disorder and complex health needs
- fun days for the whole family
- weekend, after-school and holiday activities

Eligibility Criteria for the Integrated Services for Children with Disabilities Social Care Team

Children and young people between 0 to 18 years (living in the Kingston and Richmond boroughs) who have a permanent and substantial, severe or profound disability may meet the eligibility criteria for the Integrated Service for Children with Disabilities (ISCD) Social Care Team

In order to establish whether a child or young person has an assessed need, a social worker or family support worker will carry out an assessment.

To qualify for support from the ISCD Social Care Team, the child must meet the requirements in the profound or severe labelled columns in at least two of the dimensions, for example, in health and communication or self-care and safety.

There are factors that are outlined and defined in the eligibility criteria which are taken into consideration when making a decision regarding eligibility.

The eligibility criteria for ISCD Social Care Team can be found in Appendix A on page 19

Eligibility for ISCD Social Care Team can also be found on the Achieving for Children Local Offer website www.afclocaloffer.org.uk

Support is provided by the team for children and young people to access mainstream provision wherever possible. More information is provided in section 3.

Referrals to ISCD Social Care Team specialist short breaks

Referrals to any of the specialist services provided by the Short Break Care Team are only accepted from the Integrated Services for Children with Disabilities Social Care Team in Kingston and Richmond. The type and level of provision is agreed following an assessment and application to the Short Breaks Funding Panel. This is called an assessed need short break.

Short Breaks Funding Panel

Professionals from the service meet monthly to discuss new referrals for specialist short breaks and review children and young people's current allocation of short breaks.

Kingston specialist short breaks available via the Children with Disabilities Team

- Home and Community support offers one-to-one support for a child or young person with an assessed need after school, at weekends or during the school holidays, either in the family home or in the community.
- Flexi vouchers are available to extend Home and Community sessions and the Sitting Service sessions. These are applied for by a social worker through the short breaks funding panel.
- The team also offers holiday and after school activity groups based at the Moor Lane Centre. These groups involve structured activity plans including craft, sensory play, sports, outdoor activities, cooking and trips out in the community.
- Overnight stays for children and young people that have an assessed need for a short break can be based at Warren Park in Kingston. Each stay involves a structured activity plan including a wide range of activities. Warren Park is delivered by Action for Children who are a national charity.
- The Family Link Service offers overnight stays and day care at a family link carer's home. Family link carers are linked with the same child and so there is an opportunity to develop a relationship with the child and their family.

Richmond specialist short breaks available via the Children with Disabilities Team

- Home and Community support offers one-to-one support for a child or young person with an assessed need after school, at weekends or during the school holidays, either in the family home or in the community.
- Flexi vouchers are available to extend Home and Community sessions and the Sitting Service sessions. These are applied for by a social worker through the short breaks funding panel
- Crofters Activity Service offers holiday, weekend and after school activity groups based at the The Windham Croft Centre. These groups involve structured activity plans including craft, sensory play, sports, outdoor activities, cooking and trips out in the community.
- Overnight stays for children and young people that have an assessed need for a short break can be based at Warren Park in Kingston, The Lighthouse in Surbiton, the Croft Cottage in Richmond or High Ashurst in Surrey. Each stay involves a structured activity plan including a wide range of activities. Warren Park is delivered by Action for Children who are a national charity, The Lighthouse is delivered by Reamcare who are an independent organisation, Croft Cottage is delivered by EnhanceAble who are a national charity, and High Ashurst is delivered by Surrey Outdoor Learning Development.
- The Family Link Service offers overnight stays and day care at a family link carer's home. Family link carers are linked with the same child and so there is an opportunity to develop a relationship with the child and their family.



Aiming High short breaks funding

Following on from the Government's 'Aiming High for Disabled Children' programme, Achieving for Children is committed to continue providing short breaks for children and young people with disabilities who live in Kingston and Richmond boroughs.

How can I access an Aiming High short break?

To access short break services funded by Aiming High, the child or young person must have a disability recognised by the Equality Act (2010) to meet the eligibility criteria for Aiming High short breaks.

The eligibility criteria for Aiming High funding can be found in Appendix B on page 25

There are many activities funded by Aiming High that can be accessed by telephoning the provider directly. Details of these activities can be found on Achieving for Children's Local Offer website. www.afclocaloffer.org.uk

Alternatively, a child may wish to attend an activity that is not listed such as an after school or holiday club. Aiming High funding to access these activities can be applied for by a professional who knows the child, such as a SENCo, family support worker or social worker.

Home and community support funded by Aiming High within Richmond borough offers one-to-one support for children and young people with a disability after school, at weekends or during the school holidays, either in the family home or in the community.

A home visit will be carried out to get to know your child or young person better so that a support worker can be matched to them based on their experience and interests. We aim to have a similar service running in Kingston in April 2016.

If you are interested in this service please contact:

Gabrielle Rayner

Moor Lane Centre

Chessington

KT9 2AA

T: 020 8547 5044

T: 020 8831 6047

E: gabrielle.rayner@achievingforchildren.org.uk



An outline of short break services can be found in Appendix C on page 27

For more information about the Aiming High short break funding, please contact:

Caroline Jager

Short Breaks and Aiming High Manager

Integrated Services for Children and Young People with Disabilities

T: 020 8547 6069

E: caroline.jager@achievingforchildren.org.uk

Mainstream short breaks

Additional support funding

Where a child or young person with a disability needs additional support to access a mainstream setting, this can be provided by a support worker (employed by the short break provider) who will attend activities with the child. The provider of the short break can apply for the Aiming High Additional Support funding to pay for this.

Many children and young people with disabilities will be able to access their short break without the need for an assessment. However, any family who requests an assessment for their child is entitled to one.



Children and young people who will require an assessment are those:

- needing specialist moving and handling equipment
- with complex health needs
- who require overnight short breaks in a residential setting

If you require more information regarding an assessment for your child please see 'What is an assessed need?' in Section 1 on page 4.

For more information about the Aiming High Additional Support funding please contact the Inclusion Development Officer in your borough

Kingston

David Arrow
Inclusion Development Officer
T: 020 8547 6564
E: david.arrow@achievingforchildren.org.uk

Richmond

Jodi Williams
Inclusion Development Officer
T: 020 8831 6357
E: jodi.williams@achievingforchildren.org.uk

Case Study

"Horse riding [funded by Aiming High] has made a huge difference to my son's life. He has grown in confidence and I have found that his anxiety and sleep issues are lessened after horse riding. His face lights up when I tell him that he is going horse riding. I am so grateful for the funding of this wonderful activity. It makes all the difference by ensuring that children have the extra support they need from staff to participate in such enjoyable activities. Thank you once again for listening, understanding my son's needs and my concerns. Above all, thank you for making this happen"

Information services

Family Information Service (FIS)

Kingston and Richmond's Family Information Services offer a free telephone and internet service, dedicated to providing up-to-date information for parents, carers and professionals about childcare, early education, children's centre, family support, leisure activities and more.

Kingston:

T: 020 8547 5008
E: fis@achievingforchildren.org.uk
W: www.kingston.gov.uk

Richmond:

T: 020 8831 6298
E: fis@achievingforchildren.org.uk
W: www.richmond.gov.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

KIDS is a national charity supporting children and young people with disabilities and their families. KIDS offerS telephone advice, consultations, home visits and attendance at meetings with school or with other SEND



professionals. Kids are open from 10am to 10pm Monday to Wednesday and 10am to 5pm Thursday and Friday, available 51 weeks of the year.

T: 020 8831 6179

E: richmondkingston@kids.org.uk

W: www.kids.org.uk

Independent Support Partnership

Contact the Independent Support Partnership (ISP) for help with new education, health and care plans. The ISP is also the first point of contact for the conversions of statements of SEN (to education, health and care plans). Its aim is to provide a friendly and flexible service by telephone, email, or they can arrange to meet at a place that suits you.

T: 020 8831 6076

E: independent.support@richmond.org.uk

W: www.richmondaid.org.uk

Specialist Inclusion Service

This service started on the 1 December 2015. It was identified that children and young people who don't meet the eligibility criteria for the Integrated Services for Children with Disabilities Social Care Team may require more support than mainstream services can offer. This service is designed to give disability specific support and advice to children or young people and their families around areas such as short breaks and funding that is available.



The service can support families experiencing challenges in the home environment, school and short breaks. These challenges can present in many ways such as behavioural and sleep related. Support and advice is tailored to the individual need of the child or young person and the family.

This service is available to children and young people who are between 0 to 18 and living within the Kingston and Richmond boroughs. For more information about the Specialist Inclusion Service please contact:

David Arrow

Inclusion Development Officer

T: 020 8547 6564

E: david.arrow@achievingforchildren.org.uk

The eligibility criteria for the Specialist Inclusion Service can be found in Appendix C on page 28

2. Personal budgets and direct payments

Children and young people who meet the eligibility criteria for services from the Integrated Services for Children with Disabilities (ISCD) Social Care Team can receive direct payments or personal budgets. This funding can be used to provide short breaks.

A personal budget is an amount of money identified by the local authority and, or the Clinical Commissioning Group to deliver some or all of the provision set out in the education, health and care plan (EHCP). A personal budget gives a level of flexibility and room for innovation and creativity in the way the money is used.

Direct payments offer parents and carers an alternative to receiving services from the local authority for a child and young person with a disability. Parents and carers can receive money to buy a service for their child or young person instead. This can include a short break activity such as an after school club or a holiday club.

Kingston Centre for Independent Living (KCIL) (for Kingston residents) and Hestia (for Richmond residents) are organisations that are commissioned to provide support to families receiving personal budgets or direct payments. They will support the child, young person and their family to understand how to use the direct payment (the amount received is based on the child's assessed need) and provide information on what services are available locally for families. They can also support with managing families direct payments or personal budgets as well as planning and choosing care or support.



Achieving for Children is committed to develop personalisation via personal budgets or direct payments.

The Government is keen to strengthen parental choice and control by increasing the use of personal budgets and direct payments for families.

Can I receive direct payments or personal budgets for my child or young person?

Direct payments or personal budgets can be used for children or young people who have been assessed as needing a service from the Integrated Services for Children with Disabilities (ISCD) Social Care Team. You can receive a direct payment or personal budget providing that:

- you are caring for a child or young person with a disability
- you would like to receive a direct payment
- you are willing to take responsibility for managing and arranging the service for your child, either yourself or with support from KCIL or Hestia who provide support and guidance for those receiving direct payments or personal budgets.

How can I get a direct payment or personal budget for my child or young person?

To receive a direct payment, a social worker or family support worker will need to carry out an assessment of your child's needs, your needs and those of your family. Together, you will agree a plan of support. This plan will identify the services that are needed for your child and your family such as help at home or a short break from caring responsibilities.

You can then choose whether to have:

- services provided or arranged by the ISCD Social Care Team or
- direct payments or personal budgets where you arrange all your own services with support and guidance or

- a combination of services provided by the ISCD Social Care Team AND services bought through direct payments or personal budgets

For more information about direct payments please contact KCIL or Hestia

Families living in Kingston

KCIL

T: 020 8546 9603

E: enquiries@kcil.org.uk

W: www.kcil.org.uk

Families Living in Richmond

Hestia

T: 020 3642 4630

E: richmondsds@hestia.org

W: www.hestia.org.uk



Further information on direct payments and personal budgets can be found on the Achieving for Children Local Offer website www.afclocaloffer.org.uk

3. How we listen to the views of parents and carers

Achieving for Children values the views and opinions of parents and carers to help shape services for children and young people with disabilities. Parents and carers are consulted regularly about the types of short breaks their child or young person enjoys. Feedback from parents and carers is also requested on a quarterly basis from commissioned short breaks which is presented to the Aiming High Strategic Board for review.

Involving parents and carers

Parent panels and support groups across Kingston and Richmond provide valuable feedback from parents and carers with varied experiences that help to inform how we can best meet their children's and young people's requirements.

SEND Family Voices is the official pan-disability parent participation charity for Kingston and Richmond. SEND Family Voices aims to support families and improve services by ensuring families are heard, and therefore empowering children, young people and their families to obtain the best possible care and services. SEND Family Voices works independently from, but in partnership with the providers of children's services. This includes Achieving for Children, Clinical Commissioning Groups and other service providers.

All questions, issues and concerns raised with SEND Family Voices are logged and used to provide feedback to service providers to help drive improvements and commissioning decisions.

Achieving for Children works with SEND Family Voices to actively engage with families in order to ensure ongoing review and improvement of services.

Please see the Local Offer for a complete list of all parent and carer support groups www.afclocaloffer.org.uk

A parent representative from SEND Family Voices sits on the Aiming High Strategic Board to ensure parents' views are fed into the meetings and decision making processes. This includes decisions regarding the short breaks that are commissioned by Achieving for Children.

Parents and carers have provided us with feedback on a range of short breaks including specialist groups, youth clubs, holiday clubs and activities in mainstream settings.

Parents and carers have expressed that they would like to see more disability training carried out in mainstream settings. This is an area that the inclusion development officers in Kingston and Richmond are targeting for improvement.

What parents and carers have told us

For the last five years, we have held regular consultation events with parents and carers views on short breaks. This is what parents and carers have told us:

“Achieving for Children is motivated in ensuring appropriate service provision for children with disabilities.”

“I am very impressed and amazed at how quickly we have received it [funding].”

“We have been very lucky and privileged to have such an amazing service.”



Some more examples of feedback we have received from parents and carers can be found below:

Families can use the Aiming High short break funding entitlement flexibly over the longer holiday periods (such as using four days of funding in week one instead of the maximum of two days funding because the family was abroad during week two and therefore unable to use up the second weeks entitlement)

We want to be able to use our entitlement of two days per week short break funding more flexibly in the school holidays.

We would prefer information on short breaks to be more concise and presented in a parent friendly format

Funding can... I would like my young person's individual interests to be taken into account when planning weekend activities for his group.

We would like the opportunity to speak with the Interim Head of Service Heather, Anderson more frequently

We planned a series of activities and outings to cater to the individual interests of children, specifically to assist in the completion of personal projects.

4. How we listen to the views of children and young people with disabilities

Achieving for Children requires all organisations funded to provide short breaks, to consult regularly with children and young people with disabilities in order to ensure the services they are providing meets the very highest of standards.

The Participation Team for children and young people with disabilities meets with children and young people on an ongoing basis and regularly consults with them about the short breaks they enjoy. The participation officer is also a representative on the Aiming High Strategic Board.

What children and young people have told us

Whilst updating the Short Break Service Statement, the Participation Team for children and young people with disabilities provided us with feedback from children and young people about the activities they enjoy and activities they would like to do in the future. They told us that short breaks they enjoy included drama and dance, youth clubs, activities in the community such as visiting parks and taking part in sports.

The Participation Team also provided us with children and young people's suggestions for improvements to the short breaks that children and young people attend. The suggestions included installing wireless internet at the Moor Lane Centre, more swimming opportunities across Kingston and Richmond.

All organisations who have provided short break services in 2015 consulted with the children and young people who attended their activities. They asked them questions which included “what activities did they enjoy?” and “what other types of short breaks would they like to attend?”

Some of the feedback we received can be seen below.



I want to cut down trees

We offered more opportunities for gardening activities. We also arranged an outing which involved pumpkin picking and carving. We will continue to look into finding exciting outdoor gardening activities for children and young people to take part in.

We funded opportunities for young people to access such activities in two mainstream settings in Surrey.

Go on a climbing wall

I love going to the seaside

We consulted young people who attended activity groups to gain ideas on what they would like to do. We introduced new activities and outings according to children and young people’s preferences.

We organised more activity groups taking into consideration the preferences that children and young people have in attending with their peer groups. We also focused on enhancing friendship groups.

Everyone here is like me - they have needs like me. I've found a club I belong to.

Do a great bake off

We offered opportunities during group sessions to do more structured cooking activities as well as going on outings to take part in activities at a cooking school in the local community.

We have encouraged young people to share their opinions about what activities and clubs they like to go to. Where possible, we have taken into account the preferences that children and young people have in attending specific clubs which they feel suit them as an individual.

I like coming to clubs and being with my friends

5. Financial contribution towards short breaks

We believe that children and young people with disabilities should be given the opportunity to access short break activities with their peers and siblings. Where there are financial pressures, we aim to support children and young people with a disability to access these short breaks.

For some of our commissioned short breaks there is a small charge. This can be established by contacting the provider directly using the contact details which are on the activities directory for each borough which can be found on the local offer website www.afclocaloffer.org.uk

Specialist short breaks accessed through Aiming High

Parents and carers can pay for their child's place in a setting, or a professional who knows the child can apply for the Aiming High funding to help pay for the cost of an activity such as an after-school club.

Mainstream short breaks accessed through Aiming High

Parents and carers can pay for their child's place in a setting or the provider of the activity can apply for the Aiming High funding to help pay for the cost of an activity such as an after-school club. If additional support is required whilst the child or young person attends, the Aiming High Additional Support can be used to cover the cost of a support worker.

Specialist short breaks accessed through the Integrated Services for Children with Disabilities Social Care Team

The child or young person with a disability is assessed by their social worker or family support worker for specialist short breaks such as Crofters activity service (Richmond) and Moor Lane activity groups (Kingston). There is a small cost for these activities. A further subsidised cost is available for families on a low income.



6. How we ensure the short breaks are safe

We take the safety of children and young people with disabilities seriously and ensure that any short break activity provided undergo the appropriate checks.

- All staff undergo Disclosure and Barring Service checks and the safer recruitment protocols.
- Feedback is obtained from short break providers quarterly to evaluate the short breaks from the view of children and young people as well as parents and carers.
- All short breaks adhere to Kingston and Richmond boroughs' and Achieving for Children's safeguarding procedure.
- Home and Community Support is registered as a Domiciliary Care Agency with the Care Quality Commission and has to comply with the National Minimum Standards for Domiciliary Care published by the Secretary of State under the Care Standards Act 2000. The service is inspected regularly by the Care Quality Commission.
- Every organisation providing a short break also has its own specific safeguarding guidelines which they adhere to.
- All data provided will be treated confidentially in accordance with the Kingston and Richmond boroughs' and Achieving for Children's Data Protection Policy.
- Training and advice is available to all providers, there is an opportunity for providers to receive more specialist training to meet the needs of the children and young people with varying disabilities. Providers also have access to the workforce development training supplied by Achieving or Children. This can be applied for online via www.afccpdonline.co.uk/cpd/portal.asp
- All commissioned providers have to evidence robust governance is in place specifically around health and safety, safeguarding, training records for staff, complaints procedure and inspection reports.



7. How we are going to ensure families know about the Short Breaks Services Statement

The Short Breaks Services Statement is published on the Achieving for Children Local Offer website: www.afclocaloffer.org.uk

The statement will be promoted at parents' events and sent to Family Information Services as well as KIDS SEND Information, Advice and Support Service.

Achieving for Children will review the Short Breaks Services Statement annually and it will be monitored by the Kingston and Richmond Aiming High Short Break Strategic Board.



The Windham Croft Centre

16 Windham Road, Kew, TW9 2HP

T: 020 8831 6470

F: 020 8831 6049

E: cdt-croftcentre@achievingforchildren.org.uk

Opening hours:

Monday to Thursday: 8.45am to 5.15pm

Friday: 8.45am to 5.00pm



The Moor Lane Centre

Moor Lane, Chessington, KT9 2AA

T: 020 8547 6527

F: 020 8391 0034

E: cdt-moorlane@achievingforchildren.org.uk

Opening hours:

Monday to Thursday: 8.45am to 5.00pm

Friday: 8.45am to 4.45 pm

Appendix A:

Eligibility criteria for integrated service for children with disabilities social care teams

Introduction

The Children's Act 1989 places a duty on children's services to provide or coordinate the provision of services to all Children with Disabilities. The overall provision of these services is a responsibility across children's services, and associated health and voluntary sector services. All the Children with Disabilities Teams provide

specialist services to a defined group and at times this may include support to access, care or short breaks provisions if needed.

This document details the eligibility of a child or young person for support and services from the Integrated Service for Children with Disabilities Social Care Teams. The framework for the assessment of children will be used to gather information to determine if the threshold for the teams are met or not, and will identify the level and type of resource provision needed. For some children these resources will fall outside the criteria of the teams. This includes children without permanent and substantial disabilities at a severe to profound level.

The definitions of permanent and substantial are as follows.

- **Substantial** means considerable or significant factors that are life changing or limiting, and might include issues to do with risk and dependency.
- **Permanent** means existing indefinitely and not expected to improve. However there must be sufficient flexibility to take account of intermittent or episodic conditions.

The Children with Disabilities Teams comprise of social workers, family support workers, transition workers and social care occupational therapists. This eligibility criteria applies to children who have social care and/or occupational therapy needs relating to their permanent and substantial disability.

Eligibility criteria for the Children with Disabilities Teams

Children from birth to 18 years of age who have a permanent and substantial severe or profound disability (levels 3 and 4) who live in the Kingston or Richmond boroughs meet the eligibility criteria for the Children with Disabilities Teams. The following table outlines and defines the factors taken into consideration when making a decision regarding eligibility.

To qualify for support from the Integrated Children with Disabilities Team, the child must meet the requirements in the profound or severe labelled columns in at least two of the dimensions, for example, in health and communication or self-care and safety.

Disability	Meets criteria for specialist provision		Meets criteria for inclusive provision (Inclusive provision)	
	Level	Profound	Severe	Moderate
Health	<p>Complex health needs prevents participation in social and educational activities without constant 24 hour minimum of one-to-one specialist support</p> <p>Condition is unable to be controlled by medication</p>	<p>Requires daily specialist medical or nursing care</p> <p>Regular admissions to hospital for treatment</p> <p>Daily use of specialist equipment that needs operational assistance</p> <p>Life limiting condition</p> <p>Requires intensive therapy programme</p> <p>Health needs have a significant impact on development and learning</p>	<p>Regular nursing care and support (more than once or twice weekly)</p> <p>Uses specialist equipment that needs operational assistance</p> <p>A planned programme of therapy required with the disability</p> <p>Complex daily medication</p> <p>Unstable health which impacts adversely on child and/or family</p> <p>Health needs limit ability to perform everyday tasks</p>	<p>Requires no or minimal nursing care or support</p> <p>Routine medical checks only</p> <p>Nil or minimal treatment or medication</p> <p>No or little therapy involved with disability</p> <p>Uses specialist equipment that does not require operational assistance</p> <p>Known health condition which is under control and only occasionally interfering with everyday activities in a minor way</p>
Education	<p>Child has profound learning difficulties</p> <p>Attends educational provision for children with Profound Learning Difficulties</p> <p>Follows P levels of the curriculum</p>	<p>Child has a severe learning difficulties</p> <p>Attends educational provision for children with severe learning difficulties</p> <p>Follows P levels of the curriculum</p>	<p>Attends educational provision with one-to-one support some of the time or a specialist provision not for profound or severe learning difficulties</p> <p>Assessment shows abilities will achieve less than 70% of the expected attainment for age</p>	<p>Attends mainstream school or pre-school with or without support</p> <p>Assessment shows abilities will achieve within 70 to 80% of the expected attainment for age</p>

Communication	<p>No verbal communication</p> <p>Unable to communicate needs using any method</p>	<p>None or very little communication used but can communicate at least basic needs using any method</p>	<p>Delayed or disorder communication including language disorders causing significant difficulty in communicating outside the home.</p>	<p>Marked delay in language development</p> <p>Requires minimal support to communicate</p>
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	<p>Unable to use communication aid</p> <p>Severely delayed processing skills</p>	<p>Significantly delayed processing skills</p>	<p>Reduced ability to understand and process information in comparison to peers</p>	<p>Able to use signing or other communication method consistently</p>
<p>Behaviour associated with the disability</p>	<p>Profound challenging behaviour which impacts on all aspects of the child functioning and child poses a severe risk to self or others</p> <p>Requires constant monitoring, supervision and a structured programme for managing behaviour overseen by specialist services</p> <p>Frequent behaviour that may be of risk to the child or carers</p> <p>No awareness of impact of behaviour on others</p>	<p>Behaviour demonstrates significant risk to self or others</p> <p>Requires monitoring, supervision and a structured programme for managing behaviour overseen by specialist services</p> <p>Challenging behaviour which impact significantly on community life and requires specialist provision to function socially or educationally</p>	<p>Behaviour demonstrates moderate risk to self or others</p> <p>Requires monitoring or supervision in some circumstances</p> <p>Input required to manage behaviour</p> <p>Has difficulties in relating to peers</p> <p>Behavioural or management difficulties which may require specialist advice</p>	<p>Behaviour does not demonstrate risk to self or others</p> <p>Need for monitoring or supervision appropriate for age</p> <p>Minor difficulties in relationships with parents, peers or others</p> <p>Behaviour that be difficult to manage at times</p> <p>And can be managed without special provision</p>

<p>Family and Social Relationships</p>	<p>Inability to build and maintain friendships and relationships without constant support with all aspects</p>	<p>Limited ability to build and maintain friendships without significant support with all aspects</p> <p>Total dependence on carer for social integration</p> <p>Very limited awareness of impact of behaviour upon others</p>	<p>Difficulty building and maintaining friendships and relationships without support</p>	<p>Able to sustain limited peer relationships and social integration with support</p>
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Self-care	<p>Fully dependent on others for all personal care (eating, drinking, toileting and washing)</p> <p>Needs physical support with all personal care</p> <p>Requires specialist equipment to support all their care needs</p>	<p>Needs physical assistance with personal care</p> <p>Needs a high level of supervision with all personal care (eating, drinking, toileting and washing)</p>	<p>Requires some prompts and supervision greater than that expected for developmental age</p>	<p>Independent in majority of personal care activities</p> <p>Requires occasional supervision beyond that expected for that age</p>
Safety	<p>Needs constant supervision both during the day and night</p> <p>Doesn't have any awareness of danger to self or others</p>	<p>Needs constant supervision during the day</p> <p>Would place themselves or others at risk without supervision</p> <p>No awareness of danger to self or others</p>	<p>Needs some supervision at times</p> <p>Limited perception of danger to self or others</p>	<p>Occasionally requires more supervision than children of the same age</p> <p>Some awareness of danger to self or others</p>
Mobility	<p>Unable to walk</p> <p>Uses a wheelchair</p> <p>Totally dependent upon carer for mobility</p>	<p>Unable to walk</p> <p>May be able to stand or transfer with support</p> <p>Able to manoeuvre self at least some of the time</p>	<p>Walks but only with aids or assistance</p> <p>May use wheelchair for intermittent use</p>	<p>Able to walk and function independently but with some limitation of function</p>

Children under the age of 5 years	<p>Child requires significantly greater care and attention because of the profound nature of health or learning condition</p> <p>Significant failure to reach developmental milestones</p>	<p>Child is functioning around half the level expected for age</p>	<p>Child is functioning around two thirds the level expected for age</p>	<p>Child is functioning slightly behind the level expected for the age</p>
Visual Impairment	<p>Mobility restricted without special provision</p> <p>Requires education by non-sighted method</p> <p>Eligible for registration as blind</p>	<p>Mobility restricted without special provision</p> <p>Unable to read large print without intensive educational assistance or aids</p>	<p>Able to read print with simple aids or assistance</p> <p>Defect of at least half visual field</p> <p>May be eligible for registration as partially sighted</p>	<p>Severe or profound problem with one eye</p> <p>Less than half visual field loss</p> <p>Able to function independently</p>

		Severe visual field defect with impaired visual acuity Eligible for registration as blind or partially sighted		
Hearing Impairment	Total or near total loss of hearing (>95dB)	Severe hearing loss (71-95Db)	Significant hearing loss but able to function with a hearing aid Hearing loss 41-70dB	Severe or profound hearing loss in one ear Moderate hearing loss (20-40dB)

Children who are not included in the eligibility criteria

- A disability or disabilities that is not permanent and substantial.
- Social, emotional and behavioural difficulties due to social or environmental factors such as the behaviour is not associated with a disability.
- A diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) unless in conjunction with an additional severe to profound learning, physical or communication disability.
- Children with mental health disorders unless in conjunction with a severe to profound level of learning, physical or communication disability.
- Children who have a health condition unless in conjunction with a severe to profound level of learning, physical or communication disability.

Case responsibility and management

Taking into consideration all available information, a decision would be made by the Integrated Children with Disabilities Team Manager in conjunction with the Single Point of Access Manager as to whether the child meets the eligibility criteria.

If the eligibility criteria are met or likely to be met, then an assessment will be undertaken by the Integrated Children with Disabilities Team. Once the child's needs have been assessed by a social worker, a decision will be made as to the most appropriate team to support the child and their family, such as the Children with Disabilities Social Care Team, the disability specialist Transition and Family Support Team or the Occupational Therapy Team. If eligibility is not met and there is an identified need for support, the child will be transferred via a transfer meeting to a non-disability specialist team.

A child will remain open to the statutory Children with Disabilities Social Care Teams if there are safeguarding concerns, complex needs or they receive a package of support that includes more than two nights a month of short break care.

The Children with Disabilities Teams will provide a fully integrated service and undertake all statutory and/or safeguarding responsibilities including Section 47 child protection procedures.

When the assessment identifies the need for services from the Children with Disabilities Team, these services will be put in place and a review will be undertaken every six months to determine if the eligibility criteria continue to be met and if services are meeting assessed needs.

Children who have an allocated social worker will be visited every six weeks and more frequently if this is deemed necessary by the social worker and team manager. These visits will be undertaken at home and in other settings which the child attends.

Other relevant documents

Transition and Family Support Team eligibility criteria, transfer protocols, safeguarding protocols.

Appendix B:

Eligibility criteria for Aiming High funding and Aiming High Additional Support funding

- The child or young person meets the Equality Act 2010 definition of disability.
- The child or young person is aged between 0 to 18 years of age.
- The child or young person lives in Kingston and Richmond boroughs.

Contact details for further information:

Aiming High Funding

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The Equality Act 2010 requirements explained

The eligibility criteria for the Aiming High funding and the Aiming High Additional Support funding state that the child or young person who requires funding must meet the Equality Act 2010 requirements.

What is the Equality Act 2010?

The Equality Act legally protects people from discrimination in wider society. It replaced previous anti-discrimination laws with a single act, making the law easier to understand and strengthening protection in some situations.

The Equality Act came into force on 1 October 2010. The Equality act brings together over 116 separate pieces of legislation into one act (including the Disability Discrimination Act 1995). Combined, they form a new act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Equality Act and the previously used Disability Discrimination Act (DDA) share the same definition of disability. If a person meets the definition of a disability under the DDA, they are covered by the Equality Act in the same way.

The Equality Act gives people with disabilities rights in the areas of:

- employment
- education

- access to goods, facilities and services, including larger private clubs and transport services
- public transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences.

Legislation requires public bodies to promote equality of opportunity for people with disabilities. The public sector has a duty to not to discriminate against people with disabilities across the whole range of its public activities.

What are the Equality Act 2010 requirements?

- You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.
- Substantial is more than minor or trivial, for example, it takes much longer than it usually would to complete a daily task like getting dressed.
- Long-term means 12 months or more, for example a breathing condition that develops as a result of a lung infection
- A progressive condition is a condition that gets worse over time. People with progressive conditions can be classed as disabled.
- You automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

In order to be eligible for the Aiming High funding or Aiming High Additional Support funding, the child or young person who the funding is being applied for must meet the above Equality Act 2010 requirements.

If a child or young person requires additional support (for example, for a behavioural issue) during an out of school short break activity but **does not** meet the above criteria, they will not be eligible to apply for the Aiming High funding or the Aiming High Additional Support funding.

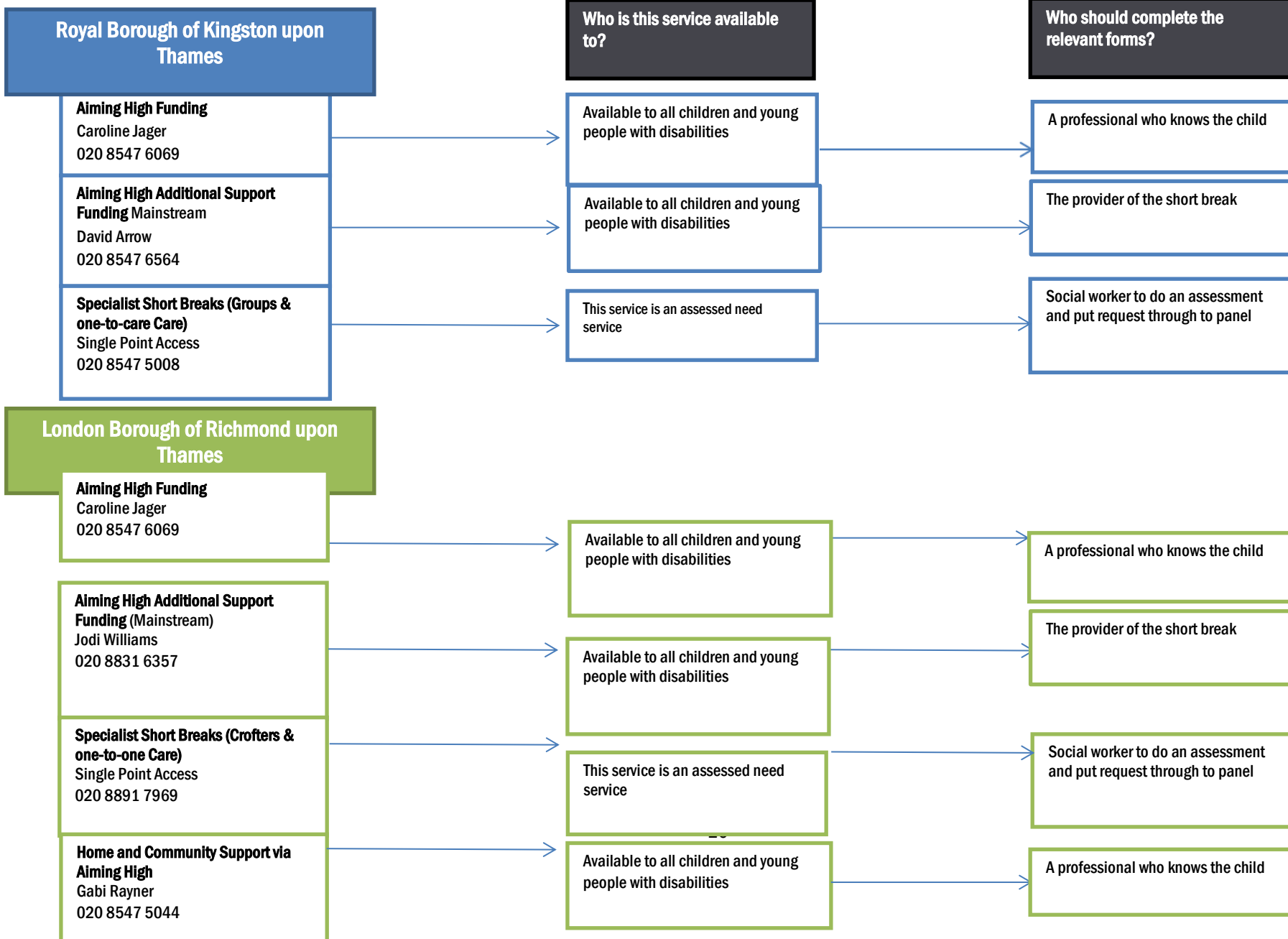
The sources of information used in this appendix and further information can be found on the following websites.

www.gov.uk

www.disabilityrightsuk.org.uk

www.adviceguide.org.uk

Appendix C: Outline of Short Break Services



Appendix D: Eligibility criteria for Specialist Inclusion Service

Children and young people who can match six points in the eligibility criteria below will be eligible for the Specialist Inclusion Service. (These can be across all sections apart from the visual impairment and hearing impairment)

Section	Criteria	Yes or No
Health	Regular nursing care and support (more than once or twice weekly) Uses specialist equipment that needs operational assistance A planned programme of therapy required with the disability Complex daily medication (two or more prescribed medication for a disability for example, epilepsy and ADHD) Health needs limit ability to perform everyday tasks	
Education	Attends educational provision with one-to-one support some of the time or a specialist provision Assessment shows abilities will achieve less than 70% of the expected attainment for age	
Behaviour associated with the disability	Behaviour demonstrates moderate risk to self or others Requires monitoring and supervision in some circumstances Input required to manage behaviour Has difficulties in relating to peers Behavioural or management difficulties which may require specialist advice Minor difficulties in relationships with parents and or peers and or others Behaviour that can be difficult to manage at times and can be managed without special provision	
Family and Social Relationships	Difficulty building and maintaining friendships and relationships without support or sustain limited peer relationships and social integration with support	
Self-care	Requires some prompts and supervision greater than what is expected for developmental age Requires occasional supervision beyond what is expected for that age	
Safety	Needs some supervision at times Limited perception of danger to self or others	
Mobility	Walks but only with aids or assistance. May use wheelchair for intermittent use Able to walk and function independently but with some limitation of function.	
Children under 5 years	Child is functioning around two thirds the level expected for age	

Children and young people who can meet one criteria or more from either the visual impairment and or the hearing impairment will be entitled to service from the Specialist Inclusion Service

Visual Impairment	Able to read print with simple aids or assistance Defect of at least half visual field May be eligible for registration as partially sighted	
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	Severe or profound problem with one eye Less than half visual field loss	
Hearing Impairment	Significant hearing loss but able to function with a hearing aid Severe or profound hearing loss in one ear Hearing loss 41-70dB	

Children and young people who are not included in the eligibility criteria

- A disability or disabilities that is not 'long term' (12 months or more)
- Social, emotional and behavioural difficulties due to social or environmental factors such as the behaviour is not associated with a disability.

Children and young people who are eligible for the Specialist Inclusion Service

- Aged between 0 and 18 and live within the Kingston and Richmond boroughs
- Specialist Inclusion Service will only accept referrals from the Integrated Services for Children with Disabilities, any other social care teams and the mainstream Family Support Service.

Case responsibility and management

Taking into consideration all available information, a decision will be made by the panel that include professionals from the Integrated Services for Children with Disabilities as to whether the child or young person meets the eligibility criteria for the Specialist Inclusion Service.

If the eligibility criteria are met or likely to be met, then a home visit will be undertaken by the inclusion development officer. Once the child's or young person's needs have been identified a decision will be made as to the most appropriate way to support the child or young person and their family.

A child or young person will remain open to the Specialist Inclusion Service for a maximum of six months. After this period the case will be either referred to another team or closed.

If there are safeguarding concerns raised during the period of time working with the family a referral will be made to Single Point Access (SPA).

Glossary of terms

Accordance	When you do something following rules or instructions
Adhere	Go along with
Affiliated	When something or someone is connected or part of something
Annual	Once a year
Assessment	Making an informed judgement about something
Commissioning	A formal agreement to perform certain tasks

Confidentially	How sensitive or personal information should be treated to keep it private
Consultation	A discussion about something that is being decided
Criteria	Something that is used to make a judgement
Curriculum	Courses that are taught at school
Defined	Show or explain something clearly and completely
Dimensions	A part of something
Eligibility	Able to receive something
Equality	Being equal
Feedback	Helpful information or comments that can be used to improve services
Inclusion	Everyone being able to join in
Lead Officer	The person in charge
Mainstream	Activities for everyone
Monitored	Observed and checked by an appointed person
Parallel	Identical and happening at the same time
Participation	Joining in with others doing something
Permanent	Lasting or continuing for a very long time
Procedure	An accepted and established way of doing something
Professionals	A person who does a job that needs special skills or qualifications
Provision	The act or process of supplying or providing something
Referrals	When information about a person or the person is sent to see someone else
Requirements	Something that is needed and must be done
Residential	A place where you can live or have a short stay overnight
Responsibility	Something that you should do legally required and morally right
Seamless	Moving from one thing to another without any problems
Severe and profound	Disabilities that cause serious difficulties and require a lot of support
Specialist	A person who has special knowledge and skill about something
Substantial	Large amount
Universal	Existing or available for everyone
Varying	Different