



## 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 co-ordinate the provision of services to all disabled children. 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 i.e. 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 upon Thames or Richmond upon Thames 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
<b>Health</b>	<p>Complex health needs prevents participation in social and educational activities without constant 24 hour minimum of 1:1 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/ 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>
<b>Education</b>	<p>Child has a profound learning difficulties</p> <p>Attends educational provision for children with Profound Learning Difficulties</p>	<p>Child has a severe learning difficulties</p> <p>Attends educational provision for children with severe learning difficulties</p> <p>Follows P levels</p>	<p>Attends educational provision with 1:1 support some of the time or a specialist provision not for profound or severe learning difficulties</p> <p>Assessment</p>	<p>Attends mainstream school / pre-school with or without support</p> <p>Assessment shows abilities will achieve within 70-80% of the expected attainment for</p>



	Follows P levels of the curriculum	of the curriculum	shows abilities will achieve less than 70% of the expected attainment for age	age
<b>Communication</b>	<p>No verbal communication</p> <p>Unable to communicate needs using any method</p> <p>Unable to use communication aid</p> <p>Severely delayed processing skills</p>	<p>None or very little communication used but can communicate at least basic needs using any method.</p> <p>Significantly delayed processing skills</p>	<p>Delayed or disorder communication including language disorders causing significant difficulty in communicating outside the home.</p> <p>Reduced ability to understand and process information in comparison to peers</p>	<p>Marked delay in language development. Requires minimal support to communicate</p> <p>Able to use signing or other communication method consistently</p>
<b>Behaviour associated with the disability</b>	<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</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/ educationally</p>	<p>Behaviour demonstrates moderate risk to self or others</p> <p>Requires monitoring/ 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/ supervision appropriate for age</p> <p>Minor difficulties in relationships with parents/ peers/ others</p> <p>Behaviour that be difficult to manage at times And can be managed without special provision</p>



	carers  No awareness of impact of behaviour on others			
<b>Family and Social Relationships</b>	Inability to build and maintain friendships and relationships without constant support with all aspects	Limited ability to build and maintain friendships without significant support with all aspects  Total dependence on carer for social integration  Very limited awareness of impact of behaviour upon others.	Difficulty building and maintaining friendships and relationships without support	Able to sustain limited peer relationships and social integration with support
<b>Self-care</b>	Fully dependent on others for all personal care (eating/ drinking/ toileting and washing)  Needs physical support with all personal care  Requires specialist equipment to support all their care needs	Needs physical assistance with personal care  Needs a high level of supervision with all personal care (eating/ drinking/ toileting and washing)	Requires some prompts and supervision greater than that expected for developmental age	Independent in majority of personal care activities  Requires occasional supervision beyond that expected for that age
<b>Safety</b>	Needs constant supervision both during the day and night  Doesn't have	Needs constant supervision during the day.  Would place themselves or	Needs some supervision at times.  Limited perception of	Occasionally requires more supervision than children of the same age



	any awareness of danger to self or others	others at risk without supervision  No awareness of danger to self or others	danger to self or others	Some awareness of danger to self or others
<b>Mobility</b>	Unable to walk. Uses a wheelchair. Totally dependent upon carer for mobility.	Unable to walk. May be able to stand or transfer with support. Able to manoeuvre self at least some of the time.	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.
<b>Children under the age of 5 years</b>	Child requires significantly greater care and attention because of the profound nature of health or learning condition. Significant failure to reach developmental milestones.	Child is functioning around ½ the level expected for age.	Child is functioning around 2/3 the level expected for age.	Child is functioning slightly behind the level expected for the age.
<b>Visual Impairment</b>	Mobility restricted without special provision  Requires education by non-sighted method  Eligible for registration as blind	Mobility restricted without special provision  Unable to read large print without intensive educational assistance or aids.  Severe visual field defect with impaired visual acuity  Eligible for registration as blind or partially sighted	Able to read print with simple aids or assistance  Defect of at least half visual field  May be eligible for registration as partially sighted	Severe or profound problem with one eye  Less than half visual field loss  Able to function independently
<b>Hearing Impairment</b>	Total or near total loss of hearing (>95dB)	Severe hearing loss (71-95Db)	Significant hearing loss but able to function	Severe or profound hearing loss in



			with a hearing aid Hearing loss 41-70dB	one ear Moderate hearing loss (20-40dB)
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**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 i.e. 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 is 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 i.e. if eligible then either 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 2 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 6 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 6 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.



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Providing children's services for  
the **Royal Borough of Kingston** and  
the **London Borough of Richmond**

### **Other relevant documents**

T&FST eligibility criteria, Transfer protocols, Safeguarding protocols