

## Supporting Children and Families to achieve their outcomes

### Resource Allocation System

#### SOCIAL CARE

<b>NAME OF CHILD:</b>
<b>D.O.B</b>
<b>ADDRESS:</b>

**Parent/Carers signature:**

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

**Name:**

**Date:**

<b>RAS Score</b>	
<b>Indicative Budget allocation</b>	<b>£</b>

## Introduction

This is the **third** draft version of Oldham's Guidance and RAS Questionnaire, now in a combined scoring and guidance notes format following feedback from the pilot group. It draws on the comments of parents and social workers after the initial work carried out using the original 'In Control' documentation. Work groups that include parents and professionals will continue to discuss the RAS questions and guidance manual in order to enable the document to better reflect the needs of families.

This allocation process identifies an indicative allocation score for a child or young person were they have been assessed as having additional support needs that meet Oldham's Eligibility criteria for Family Short Breaks Support.

This allocation process stands separate from both assessment (CAF and Core) and any decisions taken around eligibility.

The use of the Resource Allocation System (RAS) draft 3 is to be focused on the short breaks and carers grant funding streams from social care.

## Using the five Outcomes

Our approach to allocation continues to be based upon the five outcomes, which were outlined in the Every Child Matters framework:

- Stay Safe
- Be Healthy
- Making a Positive Contribution
- Achieve Economic Well-being
- Enjoy and Achieve

Using as a base these measures, a set of statements have been developed (In Control) which mirror the outcomes framework and offer a simple and participative way of allocating a resource/budget. Using outcomes in this way, and then looking at plans setting out the individual delivery of these outcomes and finally reviewing the delivery of a support plan against these outcomes drives forward outcomes-based approaches to commissioning, in this case individual commissioning.

This 'sample' guidance draft 3 sets out an understanding of each outcome and then draws on the Resource Allocation Questionnaire draft 3 to offer a set of examples, explaining levels of support and giving some pointers to the statement and what it could mean. We expect to see this version of the guidance manual and RAS to evolve hence this guidance simply offers a sample guide upon which parents and professionals in workshops can build in order to create a guidance manual that will better support and reflect on need.

## Levels of Support

In Draft 3 April 2013 there are four levels of support

- No Support / Not Applicable
- Some Support
- Lots of Support
- Exceptional support

## 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 outcomes that were previously outlined in Every Child Matters framework.

### Important guidance notes:

- It is not detailed; 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. Before you complete it with them parents and carers should also receive a copy of the Draft 3 RAS, so they can prepare.
- **Important:** To complete accurately the assessment should be completed 'as if there was **no** paid support' already involved in supporting the child or young person.
- The language used has been written to be open to older children and young people, it is important to view this as a process 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.
- Where there is some overlap and you feel that it could be one or another you can chose a score somewhere in between to reflect this.
- **Important:** Use the evidence drop down box to clarify the reasoning for score, this aids decision making in agreeing the allocation and will reflect conversations had with families so their viewpoint can be clearly seen.

- **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. fill in '0'.**
- **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.
- **Important:** Workers completing the RAS with families need to be ensuring that the child's age is considered in relation to the questions and answers provided, e.g. any child of 3 yrs would need 1:1 supervision to ensure safety.
- **Important: Workers need to consider what is meant by 1:1 in each question and if this is required at all times because without this the child would be extremely vulnerable or is 1:1 only required in certain situations.**

This Draft was taken from the original 'In Control' documentation

**The four columns:**

No Support	No Support	... indicates that the child or young person needs no additional support <b>or</b> that this statement is not appropriate for the individual child or young person
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

The previous **'In Control'** section relating to the family has now been incorporated within the five outcomes sections. This enables the RAS to reflect the impact on family life of supporting one or more children with additional needs. It works by asking within the five outcomes sections how much support the family need to realise each outcome for their child or young person with additional needs.

This offers a simple way of acknowledging the support a family are able to offer their son/daughter or the child or young person they are looking after.

**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 impact on the family in keeping their child safe this may be quite significant and this is acknowledged by a high score in the 'Lots of Support' section across all outcomes.

<b>No Support</b>	The child may be very young. The family are able to support the child. There is no need for additional support.
<b>Some Support</b>	The family are able to support the child or young person, however to continue to do this will mean they need some additional support.
<b>Lots of Support</b>	For some families they will try the hardest they can and they want to achieve the best for their child, but without lots of support there will always be support needs for the child and the family. It might be that 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.
<b>Exceptional Support</b>	There are major concerns about the families skills and abilities to keep their children safe and well without exceptional support the child could be at risk

## Points

The points cover a range between 0 and 20, 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.

The scale was originally developed by 'In Control', the scale in this Oldham version RAS 3 has been further refined and is based on feedback from the pilot cohort of families and workers involved in the process.

## Points and their relationship with allocations

### *As detailed by 'In Control'*

#### Setting a Price Point

Early work has focused on setting a price point on the basis of current spend and levels of need; in this case each point in the allocation process equates to a sum of money.

#### Scaling Up

In work that has developed over the last 18-24 months to scale up the availability of Personal Budgets a more detailed relationship needs to be built between need and resource. In this case the total number of points equates to an indicative budget/resource.

#### Agreeing the allocation

In the long term as confidence grows in practice and the accuracy of the financial data informing allocations there is will not be a need for the current use of panels to agree packages of support.

**In the interim period while the system changes, the panel will still be the process by which decision are made regarding indicative budgets.**

### Starting to understand what RAS tells us about children's support needs

<b>260+ points score</b>	<b>Child likely to be in care or complete family breakdown or exceptionally high support needs necessitating waking staff or 2:1 24 hour support</b>
<b>200 - 260</b>	<b>family in crisis, nearing family breakdown, very high support needs with profound impact on family life, child likely to be being considered for placement away from home</b>
<b>150-200</b>	<b>high support needs, family fairly resilient, able to cope but needing support.</b>
<b>100-150</b>	<b>Medium to high support needs</b>
<b>70-100</b>	<b>Low support needs - may well not qualify for access to complex support needs service - most support delivered via school and community or 'mainstream' activities.</b>

'In Control' created this table.

## Using this Guide

This is a 'sample' guide to support the use of the RAS Draft 3. It will act as the basis for the development of Oldham's social care Personal Budgets supporting materials, which will be edited and updated as and when required.

## A Quick Guide

- This set of outcome statements allocates an indicative budget/resource.
- This assessment should be filled in with the child, young person 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 and that due to complexity of their support needs they and their family may need specialist support or opportunities.
- To complete accurately the assessment should be completed 'as if there was **no** paid support' already involved in supporting the child or young person.

*We will need to work 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 you can chose a score somewhere in between to reflect this.

- ***Use the evidence drop down box to clarify the reasoning for score, this aids decision-making in agreeing the allocation and will reflect conversations had with families so their viewpoint can be clearly seen.***
- 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'.

**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

**Safeguarding** is at the heart of every part of our work, 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. It is also our responsibility to support children to grow up with the abilities to look after themselves. Therefore, our duties to care remain the same with self-directed support.

**A. To be safe and enjoy the company of the people I know and who support me each day**

<b>0</b>	<b>8</b>	<b>12</b>	<b>19</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 15**

X's difficulties with emotional regulation and social communication mean that there are often breakdowns in communication/misunderstandings/misinterpretations when he is relating to peers and adults. He can be verbally and sometimes physically aggressive if the misunderstanding isn't nipped in the bud. He needs very specialist help from people who really understand his triggers, the way he thinks and how to help him calm down. People who have had standard autism training tend to be directive and imperative, which is the opposite of what X needs. If people are directive and imperative with him, he becomes verbally aggressive, emotionally dysregulated and challenging in his behaviour. X needs specialist support both to stay safe (e.g. being hit by a peer because he unwittingly provokes them), and to enjoy social interactions. He does not enjoy social interactions that break down - they impact badly on his emotional wellbeing and self-esteem e.g. at one time when social interactions were badly managed by former teaching staff, he became depressed (this can be corroborated by CAMHS). X needs 1-1 support to keep him safe from communication breakdowns with peers. He has 1-1 input at all times at school and cannot participate in group work at school.

**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.

**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 (1.1) support in **all** situations to be safe either in the physical environment and/or in the company of other children.

**Exceptional support (ES)** – The child cannot be safely left alone at any time – and requires more than one to one support at **all** times (2:1 support). 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.**

<b>0</b>	<b>7</b>	<b>12</b>	<b>19</b>
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<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>
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**Reason for score: 15**

X needs specialist support to help him understand and assess risk, as well as to negotiate around risk-taking where it may be inappropriate. He needs to be sensitively supported to see different perspectives around risk-taking so that he can reach his own decision about levels of potential hazard. Again this requires input that is not directive or imperative. Parents and all current teaching staff are trained in use of declarative language and collaborative problem solving, as well as specific limit setting and behaviour management strategies. This level of training is not available from universal or even specialist mainstream autism services - all of which tend to be directive and imperative.

X's home and school life is constructed around giving him experiences where he can be competent and successful. Where there is a risk of failure - either in an activity or in a social interaction - parents and staff are trained to assess X's edge of competence and to ensure that an activity is avoided if X is not likely to be competent, or that scaffolds are used to help X achieve success if something is within his edge of competence.

X needs 1-1 support at all times when he is with peers.

**NS** – The child is risk aware and requires no additional guidance or support.

**SS** - A child that need support to be made aware of the nature of possible risks, and be supported to ensure that they understand the risks around. The child may require alternative formats for communication – eg Braille, Makaton

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

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

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

**To clarify: this needs to be looked at from the perspective that the child may be the one who could potentially bully others as well as being bullied themselves.**

<b>0</b>	<b>6</b>	<b>9</b>	<b>12</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 10**

Due to his condition, X is at such a severe risk of bullying and being upset by others that his parents set up their own school to avoid exposure to this. X is unable to access specialist leisure services (e.g. the autism youth group and other social groups for young people with autism) because these services do not have the level of understanding of X's particular autism profile that enables them to meet his needs.  
 He requires a specially trained 1-1 support worker to accompany him to specially selected activities and requires constant monitoring a) to ensure that any misunderstandings are nipped in the bud and b) to make sure he is not picked on or victimised by peers.

**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.

**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 child will need support to re visit these issues to support their learning and the opportunities to develop new skills.

**LoS** - The child will require individual support to understand and moderate their own behaviour.  
 The child has become very distressed by persistent bullying and is struggling to work with paid workers to ensure a speedy end to the bullying or places that the child uses are struggling to ensure a speedy end to the bullying.  
 The young person needs intensive individual support to bring an end to the bullying

**ES** – 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.

Or the child is under constant threat and the bullying is significantly affecting many aspects of their life. There are severe and enduring risks of injury to the child that are only partially managed.

Or the child may be self harming or showing an extreme range of harmful behaviour because of living with the ongoing risks associated with bullying.

Or the child requires constant support and supervision across the day and night to maintain their own safety.

<b>D. To be safe and not to worry about crime or people shouting or being, aggressive or violent.</b>			
<b>0</b>	<b>3</b>	<b>6</b>	<b>8</b>

<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>
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**Reason for score: 6**

X needs 1-1 support at all times when he is outside the family home. He is currently unable to draw on strategies that would enable him to protect himself from people being aggressive or violent because he sees things in black and white and would want to act as a 'policeman' in any situation where he recognised injustice, regardless of the risk to himself. He also puts himself at risk because he is unable to be diplomatic and discriminating in his comments to others - he is likely to be inflammatory and to enrage people with what is perceived by others as his admonishing tone and disrespectful attitude.

**NS-** The child again has the abilities to keep themselves safe, to avoid or cope with difficult and risky situations if they occur in their life either within the family home or in other environments they find themselves in their day to day life's.

**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 paid workers who know the child well.

**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 is exceptional concerns about the child's safety and there are clearly identified risks of the child either being 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 in everyday life, with the people who live with me and care for me, at home and out about.**

<b>0</b>	<b>12</b>	<b>14</b>	<b>20</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 14**

X sees things in black and white and would want to act as a 'policeman' in any situation where he recognised injustice, regardless of the risk to himself. He also puts himself at risk because he is unable to be diplomatic and discriminating in his comments to others - he is likely to be inflammatory and to enrage people with what is generally perceived as his admonishing tone and disrespectful attitude.

X needs intensive specialised support from parents, school staff and caregivers to allow him to maintain his emotional equilibrium and mental wellbeing.

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

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 them safe and well.

**SS-** The child is generally safe and well their care and support needs are being met. The child and the family need **occasional** support across the week to ensure that this is maintained.

The parents/carers need some support with their child's safety the child has little or no awareness of danger and they need constant support across daytime from their family and others. It is more supervision than another child of their age would need.

Or the child's emotional needs and behaviours are well met but there are occasional difficult behaviours, which occasionally place their siblings at risk.

Or supporting the child's needs results in stress to parents/carers, which has a continual impact on their day-to-day wellbeing.

**LoS-** There is concerns about the child's care. Children's services are offering information advice and guidance to the parents/carers that aim to ensure that the child's care improves.

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

Or the child' day to day support needs mean that they need several hours a day of family time and care to keep them safe and well. As a result the parent/carers experience exhaustion and severe stress that is affecting the whole family.

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.

**ES-** There is many concerns about the safety and well being of the child within the environments that the child lives.

Bright Futures Parent Support: Anonymised example RAS following a Child in Need assessment under Section 17 Of the Children Act 1989

Or 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.

Or there are major issues of self-harm and the child requires constant supervision to prevent self-harm.

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

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

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

## 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 that could be otherwise averted for a child.

<b>A. To be as fit and healthy as I can be.</b>			
<b><u>To Clarify: Base the answer on health conditions only, challenging behaviours are covered in other areas.</u></b>			
<b>0</b>	<b>9</b>	<b>14</b>	<b>20</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of support</b>	<b>Exceptional Support</b>

### Reason for score: 14

X currently accesses neither universal nor specialist services for children and young people with autism.  
 He needs additional support around sensory issues such as heat, noise, insects, hot weather.  
 His difficulties managing uncertainty and change mean that he has high anxiety around novel circumstances that requires assistance from people who have had specialist guidance and training to meet his needs.

**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. The family cope well with their child’s needs and they make sure that they attend appointments and health checks.

**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.

Or due to the child’s health care needs siblings play a key caring role which is impacting on their own opportunities.

**LoS** – When a child has a health support need that is un-controlled by treatment or 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 supports at all times and some of this assistance will be with people who have specialist health care skills.

Or where the care and assistance that are required to maintain the child’s health require such intensive care and support that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child’s opportunities

Or the child’s health care needs are demanding of the family time the child has multiple health care conditions that need constant care and support, the child needs to be observed or is technology dependent 24 hours a day and this need will need support for the long term in their life.

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

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.

<b>B. To be a relaxed and happy person who doesn’t get easily stressed or worried.</b>			
<b>0</b>	<b>6</b>	<b>9</b>	<b>12</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of support</b>	<b>Exceptional Support</b>

**Reason for score: 12 \*\*\*\***

X's difficulties managing uncertainty and change mean that he has high anxiety around novel circumstances that requires assistance from people who have had specialist guidance and training to meet his needs. Due to his low resilience, X is very easily 'tipped over' into dysregulation. He becomes easily upset or frustrated and his problems with emotional regulation mean that he needs access to specialised support from people who know how to manage these situations to minimise distress. If X doesn't have access to this kind of support, it impacts his emotional wellbeing and he can become depressed.

**NS-** If a child is generally happy and relaxed and can cope with new environments and people and are assured when meeting with their peers and enjoy being with other children, they need no support to achieve this outcome.

**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.

Or 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.

<b>C. To know about close and loving relationships and about safe sex.</b>			
<b>0</b>	<b>5</b>	<b>8</b>	<b>12</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Lots of Support</b>

**Reason for score: 5**

Although X understands the mechanics of relationships in theory, in practice he needs intensive support in order to maintain relationships with others.

**NS-** The child is too young for this to be a support need for them.  
Or the child has the skills and the knowledge to either learn or know enough to ensure their sexual safety and wellbeing.

**SS** - The child has 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.  
The young person needs support to understand relationships and sexuality

**LoS** - The child 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.  
Or the child has relationships within their family friends or social network where there are active concerns about the risk they are at and lot of support is needed to manage these risks.

**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.

<b>D. To go out a lot; to enjoy being active and taking part in activities. I enjoy being active and taking part in activities</b>			
<b>0</b>	<b>7</b>	<b>10</b>	<b>19</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 10**

X needs to have someone with him at all times and activities have to be thoroughly planned as well as robustly scaffolded in order for him to take part successfully.

**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.

**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.

Bright Futures Parent Support: Anonymised example RAS following a Child in Need assessment under Section 17 Of the Children Act 1989

Or were many adaptations are needed to support their inclusion and achieve this outcome.

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

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

<b>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</b>			
<b>0</b>	<b>3</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 0**

X's needs are such that he always requires 1-1 support when out and about in the community. This makes it unlikely that he would face issues and risks with drugs and alcohol.

**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 strong support to their child person and although they have little knowledge of drugs it is highly unlikely that they will come into contact with drugs and alcohol.

**SS-** 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. Their peers might be 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 the 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 it is impacting upon their daily lives and is causing significant harm to their health. There 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

A family's economic wellbeing can impact greatly upon a child's potential to achieve. Poverty has a major effect upon the lives of families in our communities. 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  
In achieving positive outcomes children and their families will need support.

<b>A. To be excited about going to new places and to look forward to meeting new people.</b>			
<b>0</b>	<b>3</b>	<b>6</b>	<b>10</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 6**

His difficulties managing uncertainty and change mean that he has high anxiety around novel circumstances that requires assistance from people who have had specialist guidance and training to meet his needs.  
X tends to avoid going to new places and meeting new people and requires robust planning and scaffolding from specially trained supporters in order for this to be successful.

**NS-** A child who finds new places exciting and a challenge they may need reassuring and confidence building but not unlike any other of their peers.

**SS-** 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.

**LoS-** When a child needs this level of support their support in working towards achieving this outcome means that they will for most of the time need 1.1 support 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 and meeting new people would have to be introduced to them very gradually and carefully would need exceptional support and they would need 2.1 support to achieve this outcome.

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

<b><u>Please note: only applicable for 14yrs plus.</u></b>			
<b>B. To learn the skills I will need to get myself a job and to live independently.</b>			
<b>0</b>	<b>4</b>	<b>7</b>	<b>10</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 10**

X needs constant support to stay on task and remain engaged in most activities - educational or social. Education has to be specially tailored in order for him to learn. He needs 1-1 support from specially trained carers in order to develop the competencies that will enable him to live independently and to maintain employment.  
He is at constant risk of being excluded from social life.

**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 learning new skills and 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 achieve their potential.

**LoS-** The child will need constant support to perform 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 are likely to 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.

Or where the intensive and specific support that is required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities for independence.

<b>C. To live in a house I like, for me and my family to feel safe in our home and local community;</b>			
<b>0</b>	<b>5</b>	<b>8</b>	<b>10</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 5**

X is independent in his mobility in the home and can complete some of his own daily living tasks. He needs intensive supervision support and care but this is mainly when he is outside the family home in the community, although he does require frequent daily supervision in interactions with his younger brother.

**NS-** Every child needs some care and support to stay safe and well in their home and when they are out and about and 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 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.

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

**LoS-** If a Childs support needs means that to stay safe in their home and community they need 1:1 support at all times. They made need some minor adaptations to their home

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

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**

<b>people or go shopping.</b>			
<b>To clarify: assume that the child has no paid support including mobility car</b>			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 6**

X is able to go out in the car but would not be safe travelling on public transport because of his difficulties with social understanding and emotional volatility.

**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.

**SS-** A child who needs lots of support 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 when its quiet need lots of support.

**ES-** When a child has this level of support need they cannot use public transport because either it is not accessible to them or it might be that the experience of using it would be too stressful for them or to the people that support them.

They therefore need to use transport that has been adapted to their needs, or they need to travel on their own because their challenging needs means that they need a quiet environment that has been thought about and reflects their needs.

<b>E. I don't think we have too many money problems at home, at least no more than anyone else.</b>			
<b>Able to support a child's learning and social development.</b>			
<b>0</b>	<b>10</b>	<b>13</b>	<b>19</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score:4**

The economic resources that the family have at their disposal they maximise to 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.

Dad is unable to work outside the home because X sometimes needs to return home during the school day if he has become dysregulated.

**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.

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

**SS-** The economic resources that the family have at their disposal they maximise to 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.

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

**LoS-** The economic 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. The family find it hard to find money for trips, days out and children's activities. There are significant debts to manage which is a constant source of stress and pressure within the family.

**ES-** The economic well being of the family is severely impacted upon because both parent /carer feel it isn't possible to work because of the child's health or emotional needs.

Parent/carers experience stress or mental health problems as a result of unemployment, which effect family life and their confidence in seeking employment in the future.

There are multiple issues of debt for the family 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.

#### **4. Making a Positive Contribution**

Every child has gifts and talents that if they are supported well they can contribute to their family to their community and to wider society. We all want to support the raising self-esteem and build confidence so that young people

respect themselves and others. We also have a responsibility to ensure children and young people are involved in decisions that affect them.

<b>A. To do lots of things with other children and young people who live near me, be an active member of the family and in the local community.</b>			
<b>0</b>	<b>9</b>	<b>14</b>	<b>18</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of support</b>	<b>Exceptional Support</b>

**Reason for score: 14**

X is unable to take part in activities with other children unless he has 1-1 support from a carer who is trained to accommodate and support his development. Any such activities have to be carefully planned and robustly scaffolded.

**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 needs no support. 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.

**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 this would be an example of some support. Where a child needs 1:1 support for a set period of time so that other adults who support the activity or club get to know how to support their inclusion.

The child has difficulty in relating to others and making relationships. The child and their siblings spend very little time together and may be growing apart. The family need encouragement and support to introduce the child to community activities and the child needs supervision and support to get involved.

**LoS-** Where a child needs 1:1 support from their family to participate in activities that they are interested in and to get involved in their community then this is lots of support.

If major adaptations need to be made so a child can be included for this outcome that is lots of support.

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-** If a child needs 2:1 support to get involved in activities. This may be because the child needs this level of support to assist with their personal care

or health needs or their potential risks to themselves or others mean that they need 2:1 support to stay safe.

Or where the specific individual care that is required to maintain the child's health require such support that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities for independence.

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

<b>B. I do my best not to get in to trouble.</b>			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 6**

X needs 1-1 support because his frustration in communication requires a skilled and appropriately trained carer who can support him and ensure that he remains safe.

**NS-** We all get in to trouble at some times. If a child makes all of their efforts to stay out of trouble and interact well with their elders and peers need no support.

**SS-** When a child has occasional needs for support because of their behaviour then this is some support.

**LoS-** For a child with 1.1 need for support it is because their behaviour or their frustration in communication means that to keep them self and other people safe and well.

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

<b>C. To know about good and bad relationships. I do my best to get on with the people around me.</b>
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<b>0</b>	<b>4</b>	<b>10</b>	<b>18</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 14**

X needs 1-1 support to relate to others. He has great difficulty in relating to peers in a way that will sustain friendships and requires help and support with this. X sometimes needs 2:1 support to manage social communication breakdowns e.g. at school when he has to be separated from other pupils. High level of skills and competence of carer required.

**NS-** Every child needs some help in negotiating relationships, making safe friendships, being aware of relationships that are harmful and learning how to behave positively when 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.

**SS** - 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. Without guidance they can continue with poor one sided relationships long after most of their peers would have ended the relationship

**LoS** - A child who is socially isolated and finds it difficult to form relationships. A child who finds it hard to make sense of many of the social situations they face in day to day life. Typically the child will need 1:1 support to help to relate to others. The child finds it's hard to relate to their peers in a way that will sustain a friendship.

**ES** - The child has no sense of social boundaries and has severe challenging behaviour.

Or the child is extremely vulnerable to the risk of abuse and exploitation.

Or the child may be involved in the criminal justice system and has become enmeshed in criminal activity.

Or the child needs 2:1 support.

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

<b>0</b>	<b>5</b>	<b>8</b>	<b>12</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 10**

Due to his difficulties managing uncertainty, X is averse to trying new challenges. His low resilience and low frustration threshold mean that he needs 1-1 specially trained support to help him succeed to the best of his abilities and to prevent him from withdrawing. Level of skill required in order to support X equates to 2:1

**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.

**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 then they need lots of support.

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

<b>E. I am good at thinking about new ideas and communicating my choices. I can express myself easily. Adults and other young people can understand my communication clearly.</b>			
<b>0</b>	<b>3</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional Support</b>

**Reason for score: 7**

Due to his difficulties managing uncertainty and change and resultant anxiety together with his low resilience and difficulty with emotional regulation, X needs 1-1 support to express himself positively.

**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.

**SS-** A child who can explain some of their needs and wants but that you need to check with regularly that they have understood what they are saying. They may only pick out key words and they may find complex sentences hard to comprehend. If you are talking with them that they have comprehended and are able to act on what has been asked of them.

**LoS-** If it is difficult to understand a child and that it is difficult to understand their communication consistently and or they have challenging support needs because of their frustration with communicating and they need 1:1 support in order to make their views known

**ES-** A child who finds it difficult to express their needs and wants and who needs the support of two support workers then this is exceptional support. This would usually include young people who communicate with technological aids, and or lots of checking out to be clear that their views have been correctly interpreted. This could also include young people whose communication is interpreted mainly through their behaviour and their speech partners are not confident that they have interpreted their communication correctly.

## 5. Enjoy and Achieve

Education should develop each child's personality, and abilities to their fullest potential, as well as develop respect for parents, other members of society, and the environment. That children free time is supported with exciting new challenges that improve their opportunities to socialise and learn new skills for life

<b>A. To look forward to going out with people I know and to get involved in activities in my community</b>			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

### Reason for score: 7

X is unable to take part in activities in the community unless he has 1-1 support from a carer who is trained to accommodate and support his development. Any such activities have to be carefully planned and robustly scaffolded.  
X can't look forward to going on holiday because a holiday requires too much uncertainty and change.

**NS-** Children who have few fears or worries about going out and getting involved in activities with people they know well need no support.

**SS-** When a child needs to know who is going to be there and who it is that will support them in an activity and that it needs to be support from people who know their support needs well this is some support. Where the organisation hosting the activity needs to supervise the child carefully within a group setting.

**LoS-** Where a child can only participate successfully in an activity if they have 1.1 support to take part. This is lots of support.

**ES-** Exceptional support again is when a child needs more than the 1.1 support (2.1 support). This support needs to be from people who are very aware of the child's needs and have specific skills for example in knowing how the child communicates and or in behavioural support. Or where the specific individual care that is required to maintain the child's health require such support that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities for independence.

<b>B. To enjoy taking part in new activities and learning new skills</b>			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

**Reason for score: 7**

X struggles to take part in new activities unless he has 1-1 support from a carer who is trained to accommodate and support his development. Any such activities have to be carefully planned and robustly scaffolded to ensure that X has competent experiences that bring him enjoyment.

**NS-** When a child can cope well with new environments and new skills are something that they largely enjoy then they will need no support to achieve this outcome.

**SS-** Again for a child who needs some support this will be about support supervision and encouragement to be involved and to get enjoyment. The child because of their support needs might require assistance to learn practice and have reinforced the skills needed to enjoy.

**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 and new challenges are something that people who know them and support them well takes an exceptional amounts of preparation and needs 2.1 support to start then this would be an example of exceptional support.

Or where the specific individual care that is required to maintain the child's health require such support that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities for independence.

C. To be relaxed and able to enjoy being away from home with people I know			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

**Reason for score: 7**

X can only enjoy being away from home with people who are extremely well attuned to his difficulties and needs. This requires specialist training and 1-1 support.

**NS-** A child who 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 this is no support.

**SS-** When a child can cope with a set routine of what they will do when they are away from home. If a child feels safe to go away with other adults they know, and they get support that knows their routines and reassures them whilst they are away from home this would be some support.

**LoS-** Lots of support would be were a child can only go away from home with people who they know very well, they need 1.1 support from a person that knows the child's needs well to 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 there support needs are such that people will need to have a very good understanding or have had specific training. This child may require 2.1 support.

Or where the specific individual care that is required to maintain the child's health require such support that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities for independence.

<b>D. To have a circle of friends and people who care about me at home, school and at places I visit</b>			
<b>0</b>	<b>4</b>	<b>6</b>	<b>8</b>
	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

**Reason for score: 7**

X needs 1-1 support to keep friendships going and to access activities and opportunities outside the family. Level of intensity and skills needed equates to 2:1 support.

**NS-** A child who enjoys others children’s company and finds it easy and enjoyable to meet and make friends will need no support to start and maintain their friendships. There are strong family networks and the child is involved in these.

**SS-** If a child needs the support of their family or carers to get out of their home and meet up with their friends then this should be seen as some support.

**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 this is exceptional support and may be with 2.1 support.

<b>E. To visit different places with people I know, to be able to participate in a variety of activities</b>			
<b>0</b>	<b>5</b>	<b>8</b>	<b>10</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

**Reason for score: 9**

X’s difficulties managing uncertainty and change mean that he has high anxiety around novel circumstances that requires assistance from people who

have had specialist guidance and training to understand his difficulties and meet his needs.  
 X tends to avoid going to new places and meeting new people and requires robust planning and scaffolding from specially trained supporters in order for this to be successful.

**NS-** When a child is supported to get involved in different leisure interests by their family and face no or few barriers and are welcomed to get involved in different places and activities that other children of their age are actively involved in, they need no support.

**SS-** If a child has some additional support needs for example supervision and support to get to and to be included in activities that they enjoy then they need some support.

**LoS-** We would see lots of support been needed when a child needs 1.1 to be included. Major adaptations beyond what is required by the Disability Discrimination legislation are needed for a child for example a specific changing room with hoists.

**ES-** When a child needs 2.1 support to be included in activities of interest to them. For example where a child may pose a risk to themselves or other and their need for safety as a result of challenging behaviour severely limits restricts the places they can visit and activities they can take part in.

Another example would be where 2:1 support is required to support their health needs or personal care while taking part in a visit or activity.

Or where the intensive and specific support that is required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's opportunities to participate in different activities.

<b>F. Enjoy and Achieve - attending school, supporting learning and friendships outside school</b>			
<b>0</b>	<b>6</b>	<b>9</b>	<b>12</b>
<b>No Support</b>	<b>Some Support</b>	<b>Lots of Support</b>	<b>Exceptional support</b>

**Reason for score: 8**

X's family works hard to make sure he attends school but his needs mean that he sometimes needs to stay away from school due to emotional dysregulation. X misses several school days most terms because of his support needs. X

needs support frequently across the week from school staff as well as parents – social communication, managing misunderstandings, managing emotions.

**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.

**SS-** Family works hard to make sure their child attends school; the child’s needs mean that they can’t always attend. The child will miss several school days most terms because of their support needs.  
Or the child and family are quite isolated and have few opportunities to meet with their friends outside school time. The child at weekends and evenings spends little time with young people their own age.

**LoS-** If a child’s unexplained absence (including a child’s ill health or challenging support needs) / attendance at school is poor- ie 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.

## Individual Record Sheet

Name: X

<b>Initial / ID:</b>				<b>Age: 14</b>	
<b>Stay Safe</b>					
<b>A. 15</b>	<b>B. 15</b>	<b>C. 10</b>	<b>D. 6</b>	<b>E. 14</b>	<b>Total: 60</b>
<b>Be Healthy</b>					
<b>A. 14</b>	<b>B. 12</b>	<b>C. 5</b>	<b>D. 10</b>	<b>E. 0</b>	<b>Total: 41</b>
<b>Achieve Economic Well Being</b>					
<b>A. 6</b>	<b>B. 10</b>	<b>C. 5</b>	<b>D. 6</b>	<b>E. 4</b>	<b>Total: 31</b>
<b>Make a Positive Contribution</b>					
<b>A. 14</b>	<b>B. 6</b>	<b>C. 14</b>	<b>D. 10</b>	<b>E. 7</b>	<b>Total: 51</b>

Bright Futures Parent Support: Anonymised example RAS following a Child in Need assessment under Section 17 Of the Children Act 1989

<b>Enjoy and Achieve</b>						
<b>A. 7</b>	<b>B. 7</b>	<b>C. 7</b>	<b>D. 7</b>	<b>E. 9</b>	<b>F. 8</b>	<b>Total: 45</b>
<b>Total points scored</b>						<b>228</b>

This equated to a budget of £8,190 per year after the score was reduced by the Panel to 210

DRAFT