



## Short Breaks Support Allocation Document Guidance



This document aims to guide professionals when they complete the Support Allocation Document by providing a set of standards for each level of support for each section. This will help to provide a consistent approach to establishing children's support needs that is equitable and transparent.

The Support Allocation table sets out the types of service available at each level of support that are most likely to deliver the outcomes for the child and their family as identified within their support plan.

# 1. CHILD OR YOUNG PERSON'S DEVELOPMENTAL NEEDS

## 1. To keep me safe at home and in other familiar places I need ...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child is happy and safe in their home and they have strong relationships with their parents/carers. There is no risk of the child's placement breaking down.</p>		<p>The child is generally safe and well and their care and support needs are being met. The child and family need occasional support across the week to ensure that this is maintained. There are no child protection concerns.</p>		<p>Some of the children's support 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. The child may be subject to a CIN plan. The child may be subject to a section 47 Enquiry.</p>		<p>The child has a CP plan. There are many concerns about the safety and well being of the child. Without exceptional levels of support, this child will need to be accommodated to ensure their safety or the safety of others.</p>	

## 2. To keep me safe when outside or in new places, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child is able to safely go outside &amp; access new environments with only an age appropriate level of support.</p> <p>The child is confident &amp; shows age-appropriate understanding of any risk situations. The child enjoys going to new places</p>		<p>A child who needs some additional support when outside or in new places that would not normally be required by another child in the same age group.</p> <p>They might need the support of an identified adult, peer or buddy for a time-limited period in order to settle into the new environment whilst they learn the ropes.</p> <p>The child lacks confidence and is vulnerable to exploitation &amp;/or bullying.</p>		<p>This child will need individual support in all situations in order to ensure his/her safety and/or the safety of other children/people.</p> <p>The child has a very limited understanding of risk situations &amp; is extremely vulnerable</p>		<p>The child requires 2:1 support at all times in order to safely access any new or outside environments.</p>	

### 3. To keep me safe from being called names or bullied by anyone, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>This child has never experienced bullying and/or name calling because they are of an age where they are too young to be exposed to it. The child requires no support around bullying/name calling because they have never experienced it and are unlikely to in their current environment.</p>		<p>The child would benefit from opportunities to raise their awareness of what constitutes bullying, understanding the implications of actions and appreciating the feelings of others.</p> <p>The child is able to cope with situations where they may face bullying or name calling. However, if they need some support to resolve an issue they know who they can approach for assistance.</p>		<p>The child will require individual levels of support to understand and moderate their own behaviour and actions to ensure their safety and freedom from bullying.</p> <p>The child requires substantial support in order to cope with harmful situations that they face on a regular basis.</p>		<p>This child requires constant support and supervision across the day (and sometimes night) to support the child's behaviour and maintain their own safety and the safety of others.</p>	

## 4. To be as physically fit and healthy as I can be, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>If a child has no particular health issues and is generally physically well. I.e. They get common illnesses but they recover in the usual duration for that illness.</p>		<p>A child needing some support because they have a particular health care need, for example epilepsy. However, it is well controlled by the treatment they receive, though they can have seizures that require some support in their recovery. The child has minimal therapy needs. The child uses specialist equipment that does not require operational assistance. The child requires minimal help with personal care. Child is independently mobile.</p>		<p>A child who needs 1:1 support to stay physically fit and healthy from people who have had specific guidance and training to meet their health care needs. This child will need support for the majority of their daily living and self care needs. The child has a planned programme of therapy. The child uses specialist equipment that requires operational assistance. The child has unstable health &amp; requires regular nursing care &amp; support &amp;/or complex medical care. The child requires daily support with basic care functions - eating, toileting, washing &amp; dressing. Child requires help with M &amp; H &amp; mobility.</p>		<p>A child that requires 2:1 support at all times from specialist health care staff. The child will be using equipment that is essential to their well-being. This child requires intense therapy programme. Daily use of specialist equipment that requires operational assistance. Child has life limiting condition and requires daily nursing care &amp; support &amp;/or regular admissions to hospital. The child is totally dependent on others for all basic self-care functions- eating, toileting, washing &amp; dressing. Child requires specialist aids for mobility &amp; M&amp;H.</p>	

## 5. To be a relaxed and happy person, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child is generally happy &amp; relaxed in most everyday situations &amp; can adapt to different situations in line with any child of a similar age.</p>		<p>The child is generally happy &amp; relaxed in most familiar everyday situations, but would need more support to cope with changes to routine, new environments &amp; new situations than another child of the same age. These children can cope with new situations provided that they are well supported &amp; fully prepared in advance. Behaviour is not generally a risk to self or others (inc. self harm) but may on occasion require some management.</p>		<p>Children whose mental well-being or whose needs can be challenging will need significant levels of support to stay relaxed and happy. These children can become extremely distressed following any small change to daily routines or exposure to new situations. Behaviour can be a moderate risk to self and others (inc. self-harm) and requires regular intervention to manage it.</p>		<p>Children who need higher than 1:1 support across all their day to keep them relaxed and happy. Children who have a fragile mental well-being and require constant and often intensive intervention in order to remain stable. For these children, being happy &amp; relaxed is a difficult state to achieve. Behaviour can be a serious risk to self or others (inc. self-harm) &amp; requires a structured behaviour management programme.</p>	

## 6. To know about close and loving relationships and to stay sexually healthy, I need...

No Support	Some Additional Support	Standard Level of Support	Significant level of Support
<p>This child is far too young for this to be a support need for them or the child has the skills and knowledge to either learn or knows enough to ensure their sexual safety and well being.</p> <p>The child has positive &amp; healthy relationships within the context of family (including siblings) &amp; friends.</p>	<p>The child has 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.</p> <p>The child has generally positive &amp; healthy relationships with family (including siblings) &amp; close friends, however, there are occasional difficulties.</p>	<p>The young person has a complete lack of knowledge about sexuality and relationships and they are at an age where this knowledge is important. This lack of knowledge makes them vulnerable to exploitation or abuse.</p> <p>The young person has relationships within their friends, family or social networks where there are active concerns about the risk they are at, and a lot of support is required to manage these risks.</p> <p>There are ongoing difficulties with family relationships. The family situation is continually stressful and results in regular conflicts between parents &amp;/or siblings.</p>	<p>The child is subject to child protection plan under the category of sexual abuse or their sexual safety is a key concern of their family and/or professionals working with the young person.</p> <p>The family is in danger of breakdown due to complex family problems; for example, domestic violence, substance misuse, changes in household or accommodation arrangements and negative or damaging relationships.</p>

## 7. To know about any medicines I must take and about others that will make me ill, I need...

No Support	Some Additional Support	Standard Level of Support	Significant level of Support
<p>The child is far too young for this to be a support need to them. They are of an age where they would require adult supervision and guidance with medication irrespective of their disability. They are too young to be in a position that would require them to keep themselves safe in respect of illegal drugs and alcohol. This child's situation/environment means that there are no concerns regarding exposure to illegal drug/alcohol</p>	<p>The child does have some understanding of the reasons for taking medication and some knowledge of why they are taking it and that they may become ill if it is not take. They do however require adult supervision regarding dosage/timings etc. This child may have limited knowledge of the dangers of illegal drugs and alcohol use; however, there are currently no concerns around use of illegal drugs/alcohol.</p>	<p>A child who is experimenting in the use of drugs and/or alcohol and their behaviour is putting them at risk. There are concerns around parental competence in administering doses of medication &amp;/or specialist equipment. The child may be living in a household where drug &amp;/or alcohol use takes place.</p>	<p>A child or young person who is involved in illegal drugs use or alcohol use which is impacting on their daily lives and is causing significant harm to their health. Their use may lead to them being involved in offending or the criminal justice system. The child may be living in a household where drug &amp;/or alcohol use is commonplace. There are major concerns around parental competence in administering doses of medication and where the advice of healthcare professionals is being ignored.</p>

## 8. To use transport and local facilities, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child has access to transport and/or their family have access to a car. The child has no additional support needs in relation to transport and can use transport and local facilities in the same way as any other child of a similar age. For older children they have the skills to travel independently.</p>		<p>The child needs support to use transport facilities and does not currently have the road safety skills &amp;/or ability to use transport independently. The child's physical impairment means that they need support in order to access transport facilities.</p>		<p>The child who needs individual support - sometimes 2:1, in order to be able to access transport facilities. Ideally, public transport would not be the transport option chosen for these children.</p>		<p>These children cannot use public transport because it is not accessible to them. Using public transport would be too stressful for the child or their carers. The child qualifies for the higher level DLA and needs a specially designed vehicle.</p>	

## 9. To make choices and take part in community life, I need...

No Support	Some Additional Support	Standard Level of Support	Significant level of Support
<p>The child has few fears or worries about going out and getting involved in community activities. If a child is supported to get involved in different leisure activities by their family and face few/no barriers and are welcomed to get involved in places or activities that other children their age would do.</p> <p>Children who are able to make well considered choices about what activities they attend and what activities they choose not to attend.</p> <p>An active child who gets lots of opportunities to get involved in activities that are right for their age group.</p>	<p>The child needs to know that there is an adult or support worker that they can turn to for assistance and support. The child needs 1:1 support - maybe for a set period of time - so that adults who run the activity get to know the child's needs and can then support their involvement.</p> <p>Some adjustments might need to be made to ensure the child is fully included in the activity; however, the child is encouraged to take part by their family.</p>	<p>Where a child needs 1:1 support at all times to become involved in activities and may also require specialised activities/equipment. The child's family does not encourage them to become involved in activities and does not support the child to do so.</p>	<p>Where a child requires more than 1:1 support to become involved in activities or require adults to have specific training or skills to support them.</p> <p>Taking part in activities is very difficult for these children and they are often excluded from them.</p>

## 10. To know how to behave, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>We all get into trouble some times. If a child takes every effort to behave well and interact with adults and peers then they need no support in this area.</p> <p>The child behaves in a manner consistent with their age group.</p>		<p>The child has occasional need for support because of their behaviour but it proves no risk to the child or others.</p> <p>The child needs additional supervision in some circumstances.</p>		<p>The child needs 1:1 support around their behaviour in order to keep them or other people safe.</p> <p>The child's behaviour can be a moderate risk to themselves (inc. self harm) and others &amp; requires input to manage.</p> <p>The child requires quite a high level of supervision during the day and sometimes at night.</p>		<p>The child who requires 2:1 support due to finding their day-to-day life and the environment difficult to understand resulting in behaviour that is very complex.</p> <p>The child's behaviour is a serious risk to themselves (inc. self harm) and others &amp; requires a structured behaviour management programme.</p> <p>The child requires constant monitoring/supervision throughout the day and night</p>	

## 11. To make and keep friends, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>A child who enjoys other children's company and finds it easy and enjoyable to meet and make friends.</p> <p>A child who is involved in strong family/friendship networks.</p>		<p>The child needs the support of their family or carers in order to make/maintain friendships.</p> <p>The child has some close relationships but they are perhaps limited in number.</p>		<p>A child who requires 1:1 support to keep friendships going and who also requires 1:1 support to go out and about with a wider family.</p> <p>The child finds friendships difficult and has a limited interest in developing them.</p> <p>Peer relationships can be stressful.</p>		<p>Children for whom friendships are very hard to make and maintain.</p> <p>The child does not have any friendships.</p> <p>There is potentially harmful conflict &amp;/or significant difficulties with relationships with peers.</p>	

## 12. To deal with changes to my routine, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child is able to adjust easily to new &amp; unplanned situations that are appropriate to the child's age.</p> <p>The child is happy is comfortable trying new activities that were not necessarily scheduled to take place.</p>		<p>With some support, the child can adapt to new/unplanned situations that are age appropriate.</p> <p>The child will likely try new activities that were not necessarily scheduled as long as they are supported &amp; reassured by a trusted adult.</p>		<p>The child needs to be prepared in advance for any changes in routine; unexpected changes will cause stress &amp; anxiety</p> <p>The child finds unstructured times of the day very difficult to manage, resulting in very difficult to handle behaviour.</p>		<p>Any small change of routine results in extreme distress &amp; anxiety.</p> <p>The child cannot cope with any unplanned activity &amp; this would result in behaviour that is extremely distressing both to the child and those around him/her.</p>	

### 13. To be able to understand what other people are saying, I need ...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child understands fully what other people are saying &amp; has a level of comprehension consistent with their age.</p>		<p>The child requires some support with communication                      The child may wear communication aids but as long as these function, communication is well-managed.                      The child may need simplified language in order to understand the basis of what is being said.                      It may be necessary to check regularly that the child understood what has been said.</p>		<p>The child has quite limited comprehension and often the child does not understand what is being said.                      The child requires a familiar person with knowledge of a specific communication system, i.e. PECS.</p>		<p>The child's disability is so severe that their ability to understand others is greatly impaired.</p>	

## 14. To be able to tell other people what I want, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
The child is a strong communicator and they can make their needs, wants and wishes known.		<p>A child who can explain some of their needs and wants but you will have to check with them regularly that you have understood.</p> <p>The child can express needs/views with support &amp;/or a communication system, i.e. PECS.</p>		<p>It is difficult to understand this child or to understand their chosen method of communication consistently.</p> <p>The child needs 1:1 support/specialist support to communicate their needs.</p> <p>The child struggles greatly to communicate their wants/needs/opinions in any effective manner.</p>		The child is unable to communicate their wants/needs/opinions in any effective manner even with support.	

## 15. To go to school and learn new things, I need...

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The child's parents and carers ensure that the child attends school and they have expectations regarding the child's learning.</p> <p>The child enjoys school.</p>		<p>The family works hard to ensure that the child attends school, however the child's needs mean that they can't always attend, i.e. due to illness/medical appointments.</p>		<p>The child has significant levels of absence (less than 70% attendance) and this impacts on their learning; however these absences are approved &amp; unavoidable.</p> <p>The child's absences are not always approved nor due to illness.</p>		<p>The child currently has no school placement.</p> <p>The child requires 2:1 support to attend school.</p> <p>The family's lifestyle is such that they are not supporting their child to attend school and are at risk of legal proceedings.</p>	

## 2. Family Factors

### 1. Family life is good and there is time for everyone in the family to enjoy life and pursue the things that matter to them

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>The family cope well and are resilient in supporting the child's needs. The family do not experience regular stress as a consequence of supporting their child's needs. Parents/carers have some time regularly to pursue their own interests and to relax.</p>		<p>The child's needs result in the parent/carers regularly experiencing stress. This has a continual impact on their day to day wellbeing. Parents have very little time to relax. Or When there are occasional difficult behaviours which sometimes place siblings at risk and siblings may experience disruption in their ability to have friends around the house or to do homework.</p>		<p>Parents/carers experience severe stress as a result of the impact of caring for the child and this is affecting the whole family. Or The needs of the child require a lot of support and time from parents and this leads to the other children in the family being seriously effected and this is resulting in siblings experiencing high levels of stress or tiredness.</p>		<p>Parents/carers feel such high levels of stress as a result of the impact of caring for the child that the family is in crisis and professional support is needed to sustain the family. Or When parents/carers have their own health care needs that have an exceptional impact on their ability to support their child day to day.</p>	

## 2. Parents/Carers get a good nights sleep

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>Parent/Carers sleep well, are usually not disturbed through the night and get sufficient sleep to be able to have the energy to care for the child without feeling overtired.</p>		<p>Parent/Carers are up several times each week to support the child and as a result they feel overtired throughout the day. Or where the child goes to bed late or is an early riser and this leads to the parent carer feeling over tired.</p>		<p>Parent/carers are up several times throughout the night, every night to support the child or the sleep pattern of the child is so erratic that this leads to the parent carer feeling exhausted.</p>		<p>Parent/carers are feeling overwhelmed by the sleep deprivation that caring for the child entails. This is leading to an extreme level of exhaustion and stress for parents/carers and the family as a result is in crisis.</p>	

### 3. Parents/Carers get the support they need from family and friends to provide them with short breaks

No Support		Some Additional Support		Standard Level of Support		Significant level of Support	
<p>Parent/carers are well supported by friends and extended family. There are several people who know and love the child and are willing to help with caring for them. The parent/carer knows that there is a group of people they can turn to for help on a regular basis.</p>		<p>Parent/carers receive some support from their extended family and friends but this is infrequent and for only short periods of time. There are few breaks provided by family and friends for the parent/carers.</p>		<p>Parent/carers receive no support from family and friends with the care of their child and this led to stress and overtiredness. Although there is not a supportive network amongst extended family and friends there is support from a partner or adult family member living with them.</p>		<p>Parent/carer feels extremely isolated. One person caring is for the child solely without any support from a partner, family or friends. The parent is under great strain as a result and this is having a big impact on their health and wellbeing.</p>	

## Total Score

<b>Section 1</b>	
<b>Section 2</b>	
<b>Section 3</b>	
<b>Indicative Total (Total ÷18)</b>	
<b>Total</b>	

**Agreed and signed by...**

<b>Young person</b>	
<b>Parent/Carer</b>	
<b>Lead Professional</b>	
<b>Date</b>	

## Support Allocation Table

	None	Some Additional Support			Standard Level of Support			Significant Level of Support		
Indicative Level of Support Score For The Child	0	1	2	3	4	5	6	7	8	9+
Level of Hours Service Per Week	0	2	3	4	5	6	7	8	9	10
Services Available That May Provide The Outcomes Identified In The Support Plan	Information on carer support. Family Information Service. Signpost to Universal Services e.g. playscheme, extended school and children centre activities	All services in previous level plus: DCS Family Events Brokerage support to access community based services. Group activity provided by organisations via small grant Community Activity Budget.			All services in previous levels plus: Group activities provided by Commissioned Services Individual support via agency. Individual support using Standard direct payment.			All services in previous levels plus: Bespoke package with high levels of support provided via agency. Bespoke packages with high levels of support provided via standard/enhanced direct payment Family based overnight breaks. Residential overnight breaks. Services provided with Continuing care funding.		

# Explanations of Level of Support

## **SIGNIFICANT Level of Support**

- Child or young person needs specialist services which may include hospital, hospice or residential care
- Child or young person needs very high level of expertise in terms of staff responding to their needs
- Child or young person needs continuing healthcare

## **STANDARD Level of Support**

- Child or young person require significant levels of support either 1:1 or 2:1
- Child or young person for whom the move to independence represents significant risk to themselves or others
- Child or young person with high level of dependency who require all aspects of their personal care

## **SOME Additional Support**

- Child or young person at risk of not fulfilling their full potential and/or of not having experiences typical of children or young people their age

## **No Additional Support**

- Child or young person has no additional support needs in this area and can access community resources within existing requirements of The Equality Act 2010