

**Directorate of Children  
and Families Services  
Children's Social Care**



**CHILDREN WITH DISABILITIES TEAM**  
**ELIGIBILITY CRITERIA AND OPERATIONAL FRAMEWORK**

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INTERNAL USE ONLY

**Document Control**

**Change Record**

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**Impact Assessment Record**

<b>Date</b>	<b>Type of Assessment Conducted (e.g. environmental, diversity &amp; equalities, Human Rights Act 1998, Crime &amp; Disorder Act 1998 &amp; Childrens Act 2004)</b>	<b>Stage/ Level Completed (Where applicable)</b>	<b>Summary of Action Taken / Decision Made</b>	<b>Completed By</b>	<b>Impact Assessment Review Date</b>
12.09.08	Impact Assessment not required. Document content does not impact directly on gender, race, disabled people, sexual orientation, age, faith groups	Screening	No action required	Roger Shimmin	Review not required unless significant change to type of document content
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## ELIGIBILITY CRITERIA AND OPERATIONAL FRAMEWORK

### 1. AIM OF TEAM

The aim of the Redcar and Cleveland Children with Disabilities Team is to provide support services, in conjunction with mainstream services and partner agencies, to enable children and young people with a substantial and permanent disability to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

### 2. DEFINITIONS

2.1 Substantial and permanent disability is defined as:

- A severe learning disability (as an indicator, IQ below 70 as determined by an Educational Psychologist/Clinical Psychologist).
- A severe physical disability.
- A severe sensory disability.
- Complex and severe health needs.
- Severe and profound autism.

and will last longer than 6 months.

2.2 Learning Disability does not include those who have a “learning difficulty”.

#### ▶ **Learning Difficulty**

A Learning Difficulty is a term used to describe any one of a number of barriers to learning that a child may experience.

A child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of his age.
- He/she has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the Local Authority.
- He/she is under the age of five and is, or would be, if special educational provision were not made available for him, likely to fall within the two above paragraphs when of, or over, that age.

#### ▶ **Learning Disability**

A Learning Disability includes the presence of:

- A significantly reduced ability to understand new or complex information, and to learn new skills (impaired intelligence), along with a reduced ability to cope independently (impaired social functioning) which started before adulthood, with a lasting effect on development.

## 2.3 Practice Guidance

The needs of children and families will vary along many dimensions:

- For some children, their impairments will be apparent from birth or before; for others the impairments will develop or become apparent only gradually.
- An increasing proportion of children will have complex and multiple disabilities requiring co-ordinated interventions with the child and family from several professionals.
- Some children can have high expectations of future development if appropriate support is available. For other children the prognosis may be one of increasing difficulty and reduced life expectancy.
- For some families, their need for support will focus on the provision of practical services and ideas to assist their child. For other families, their greatest need may be for emotional support.

## 3. **CRITERIA FOR REFERRAL TO THE CHILDREN WITH DISABILITIES SERVICE:**

### **The Child:**

1. Be aged up to 18yrs and be ordinarily resident in Redcar and Cleveland.  
Has a disability, a chronic, life limiting illness or substantial behavioural difficulties associated with autistic spectrum disorders.
2. There is evidence that the child's additional needs impact on family's choices and their opportunity to enjoy ordinary life. The degree of planning and support required to meet their needs are much greater than that usually required to meet the needs of children and young people.
3. Have complex needs (in addition to any behavioural problems including ADHD and ADD that may be present) or have a serious or life-threatening illness.
4. There must be evidence that the child or young adult's additional needs impact significantly on their ability to enjoy ordinary day to day activities.
5. The child or young adult must require a much greater level of day to day care to meet their needs than would usually be required for a person of that age.
6. They must require a significantly higher level of support in at least three of the following areas than would usually be required for their age;
  - a. Personal care and supervision
  - b. Education or employment
  - c. Access to social activities
  - d. Communication
  - e. The physical environment
  - f. Condition management
7. The child or young adult's condition is life limiting or expected to last 6 months or more.

## **Eligibility Criteria Guidance Notes**

These notes are intended to give families and referrers some guidance on the types of things that they should consider in point 5 of the Eligibility Criteria above. Please note that the bullet points below are not an exhaustive list and frequency and intensity are considered in determining whether the child or young adult has unmet eligible needs.

A child or young adult is likely to be regarded as needing a high level of support in these areas if some or all the following points apply.

### **Personal care and supervision**

- The child or young adult needs lifting or carrying.
- The child or young adult needs help with toileting, bathing and dressing for a child of school age upwards
- The child or young adult needs assistance with feeding for children of school age upwards.
- The child's sleeping is interrupted on a regular basis, and they need adult intervention during these waking periods.
- The main carer has very few people apart from themselves who are both able and willing to look after the child or young adult.
- The main carer must be on call to deal with problems arising when the child or young adult is away from the home e.g. in education, employment, day placement etc. This should be over and above what would usually be expected of a carer, when their child is away from home.
- The child or young adult needs constant monitoring and supervision from an adult to ensure their safety, this should be beyond that usually required for a child or young adult of that age.

### **Education or Employment**

- The child or young adult has an Education, Health and Care Plan (EHCP)
- The child or young adult has a placement in a special school or unit, or within a specialist day placement.
- The child or young adult requires significant support within the school/college/employment environment and would not be able to attend without this.
- The child or young adult is receiving tuition at home because their disability means that they cannot be managed within a school or college environment
- The child or young adult is assessed as requiring specialist education intervention and they are not currently receiving this intervention

### **Access to social activities**

- The child or young adult needs physical support to access social, leisure and recreational activities and/or where additional equipment or specialist access is required to facilitate activities.
- The child or young adult requires supervision for safety issues beyond that usually needed for a person of a similar age.
- Support is needed to enable the child or young adult to have appropriate friendships or where family relationships are replacing peer friendships due to their disability.

- The child or young adult's leisure activities are limited to the home environment due to their disability. This may also affect the opportunity of the wider family to enjoy day to day activities and opportunities.

### **Communication**

- An alternative or supplemental communication system is needed for the child or young adult to communicate e.g. PECS, sign language, electronic aids.
- The child or young adult's disability means that they are unlikely to develop intelligible verbal communication.
- The child or young adult is unable to understand language used around them without direct support.
- The child or young adult is unable to join in with social activities without direct support with communication.
- The child or young adult may have some processing difficulties which affect their social use of language and ability to understand things in context.

### **The physical environment**

- A wheelchair, major buggy or other movement aid is needed.
- Direct supervision is needed to manage safety issues within the home environment beyond that which would usually be expected for a child or young adult of that age.
- A level of direct supervision is needed for all outings outside of the home beyond that which would usually be expected for a child or young adult of that age.
- There is a need for the provision of safety equipment such as gates, locks etc where these would not usually be required for a child or young adult of that age.
- Specialist aids and adaptations are required due to sensory impairment.

### **Condition Management**

- The child or young adult needs daily assistance with administering drugs, taking oxygen, giving physiotherapy, giving injections, using medical equipment etc.
- The child or young adult needs to attend frequent appointments and the main carer must attend with them. The main carer must liaise with many professionals.
- The child or young adult is tube fed.
- The child or young adult has had or is about to have major surgery and a lengthy period of recuperation is expected.
- The child or young adult is receiving invasive therapy for conditions such as cancer e.g. chemotherapy, radiotherapy.
- The child or young adult has frequent hospital admissions or needs frequent emergency medical intervention for conditions that are not well controlled by medication e.g. asthma, epilepsy.
- The child or young adult receives daily input of therapy by family members following programmes devised by professionals.
- A child or young adult with autism may require their home environment to be maintained in a specific way e.g. low stimulus, need to follow strict routines.

#### 4. **CHILDREN AND YOUNG PEOPLE WHO ARE UNLIKELY TO BE ELIGIBLE FOR SERVICES FROM CHILDREN WITH DISABILITIES TEAM:**

- Children/young people with Attention Deficit Disorder (ADD) or with Attention Deficit Hyperactivity Disorder (ADHD) who have no other impairments.
- Children/young people with emotional and behavioural difficulties who have no other impairments.
- Children/young people with learning difficulties who have no other impairments.

\*PLEASE NOTE – An assessment can be completed and support package/ plan can be offered by an alternative team within Children's Social Care/ Early Help.

Children and young people who are not eligible for services from the Children with Disabilities Team may be eligible to receive services from other sources within Social Care, Education, Health or Housing Services. Families whose children do not meet the criteria for services as children in need can access universal services, which are listed in the [Families Guide](#) which is widely available to families in the borough. Redcar and Cleveland also has a [Parenting strategy](#) which ensures that families have a range of support available to them, through accessible and timely services.

#### 5. **ALLOCATION OF SERVICES**

It is the responsibility of parents and extended family to provide care for their children. If children meet the criteria for the service. We will work with other agencies to provide services to support children within the family/extended family, unless children meet the criteria for being Looked After by the Local Authority.

Local Authorities have a general duty to provide a range and level of services to meet the needs of the children within its area. Children can be eligible for these services but do not have an absolute right to them. Services are limited by the level of resources made available to us.

Access to services is determined by an assessment which considers the above factors by looking at the needs of the child, the strengths and needs of the parents/carers and how looking after the child impacts on their lives, the environment within which the child is living and how safe and suitable that is, and the support networks for the child and the family.

The decision on the provision of services and the allocation of resources is made on the basis of this assessment.

Decisions about the allocation of services are made by the CWD Panel to ensure that we are as fair as possible and that we provide the best support that we can for each child or young person.

Services may be provided on a short-term basis only during a time of crisis, or to achieve a particular outcome. If services are provided on a longer-term basis they will be reviewed and may be reduced or increased according to assessed need and/or priorities. The family could be offered and may opt for a Direct Payment, a cash payment made instead of services being arranged or provided directly by children's social care. This payment enables the family to

arrange and buy themselves the services to meet their assessed needs. (See "[A parents guide to direct payments](#)", "[Aiming High for Disabled Children - Direct Payments - Frequently Asked Questions](#)" and "[Direct Payments Guidance Community Care, Services for Carers and Children's Services \(Direct Payments\) Guidance England 2003](#)")

**Support may include:**

- o Advice and information about accessing community services.
- o Assessment of need.
- o Referral to other agencies or services.
- o An occupational therapy assessment for equipment and/or adaptations.
- o Assistance given to parents for personal care tasks (e.g. dressing, feeding, bathing through home support).
- o Short term breaks.
- o Assistance in accessing activities in the community.
- o Assistance with developing life skills.
- o Support and/or planning in making the transition from teenage to adult life (for those over 14).

There is a complaints procedure for anyone not satisfied with the decision we make or any aspect of our services or our contact with them.

**6. ROLE OF THE TEAM**

The work of the team will fall into three broad areas:

- o Individual assessment, case management and review.
- o Providing a source of information and expertise to professional colleagues, carers, families and members of the public.
- o Contributing to the strategic planning of services for children with disabilities, using local knowledge and experience of individual cases. This will include providing data or information from the assessments, type of help provided and any unmet needs.

**Assessments**

The Children with Disabilities Team will operate within the policies, procedures and standards governing Redcar and Cleveland Children's Social Care Teams.

Assessments will be made promptly and within relevant statutory timescales, by staff with appropriate levels of skills and competencies, in a transparent way and in partnership with the family.

**Case Management and Review**

If, following an Assessment of Needs, a decision is made that the child or young person is not eligible for services, the allocated Social Worker will clearly explain to the family the reasons for this decision. The Social Worker will signpost to other services if appropriate.



Please note, the eligibility criteria must be met in order to receive paid services. The eligibility criteria will be applied, and it is only once this is met that the identified personal budget (direct payment or commissioned services) can be accessed.

Involvement from the Children with Disabilities Team will be regularly reviewed, and eligibility re-applied to ensure that this is still appropriate. For example, some children or young adults may need temporary support with illnesses such as cancers, that will not be required once their treatment is finished.

Any services provided following an Assessment of Need will be reviewed every 26 weeks to ensure that service provision is still appropriate, and needs are being met. The review may result in no changes, a change to the agreed service, an increase or decrease in the amount of service or the withdrawal of the service, if the need is no longer apparent or eligibility criteria are no longer met.

Cases involving children waiting for an Occupational Therapy assessment or the provision of services following an Occupational Therapy assessment will continue to be managed by the Occupational Therapist.