



Every Child Matters

Resource Allocation v5

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 Every Child Matters Outcomes.

Notes:

- It is not detailed; it is a way of allocating and indicative budget which can then be used to deliver personalised support.
- *(In the future)* this assessment should be filled in with the child, young person and those closest to them.
- 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 pilot process that will inform the development of a set of questions 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 always pick the higher of the two; it is easier to pull back support rather than under support and deal with the implications of this.
- 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. filling in ‘0’.
- Enjoy and achieve; Question B applies to Primary School and Question C to secondary school – only complete the appropriate question for the child based on their age. Score ‘0’ for the inappropriate question.

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.

Queries, comments and ideas about possible edits are very welcome

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The three columns:

No Support	No Support	... indicates that the child or young person needs no additional support or 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 Family assessment 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.

No Support	The child may be very young. The family are able to support the child. There is no need for additional support.
Some Support	The family are able to support the child or young person, however to continue to do this will mean they need some additional support.
Lots of Support	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.
Exceptional Support	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

1. Stay Safe

A. To be safe and enjoy the company of the people I know and who support me each day			
0	7	11	15
No Support	Some Support	Lots of Support	Exceptional Support

B. To enjoy taking some risks; support from people close to me means I am safe taking those risks.			
0	7	11	15
No Support	Some Support	Lots of Support	Exceptional Support

C. To be safe with the people I know and not to be called names, upset or bullied by anyone.			
0	6	9	12
No Support	Some Support	Lots of Support	Exceptional Support

D. To be safe and not to worry about crime or people shouting or being, aggressive or violent.			
0	3	6	8
No Support	Some Support	Lots of Support	Exceptional Support

E. To be safe where I live, with the people who live with me and care for me.			
0	6	9	12
No Support	Some Support	Lots of Support	Exceptional Support

2. Be Healthy

A. To be as fit and healthy as I can be.			
0	5	8	12
No Support	Some Support	Lots of support	Exceptional Support

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

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

D. To go out a lot; to enjoy being active and taking part in activities. I enjoy being active and taking part in activities			
0	4	7	12
No Support	Some Support	Lots of Support	Exceptional Support

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			
0	3	6	8
No Support	Some Support	Lots of Support	Exceptional Support

3. Achieve Economic Well-being

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

B. To learn the skills I will need to get myself a job and to live independently.			
0	4	7	10
No Support	Some Support	Lots of Support	Exceptional Support

C. To live in a house I like, in a safe part of town; ‘there’s no trouble round here’			
0	5	8	10
No Support	Some Support	Lots of Support	Exceptional Support

D. To go out in our car and sometimes to use the bus or train to visit people or go shopping.			
0	4	6	8
No Support	Some Support	Lots of Support	Exceptional Support

E. I don’t think we have too many money problems at home, at least no more than anyone else. I don’t think we have money problems where I live			
0	4	6	8
No Support	Some Support	Lots of Support	Exceptional Support

4. Making a Positive Contribution

A. To do lots of things with other children and young people who live near me.

0	5	8	10
No Support	Some Support	Lots of support	Exceptional Support

B. I do my best not to get in to trouble.

0	4	6	8
No Support	Some Support	Lots of Support	Exceptional Support

C. To know about good and bad relationships. I do my best to get on with the people around me.

0	4	10	18
No Support	Some Support	Lots of Support	Exceptional Support

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

0	5	8	12
No Support	Some Support	Lots of Support	Exceptional Support

E. My teacher tells me and my family / carers that I am really good at thinking about new ideas.

0	3	6	8
No Support	Some Support	Lots of Support	Exceptional Support

5. Enjoy and Achieve

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

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

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

D. To have a circle of friends and people who care about me at home, school and at places I visit			
0	4	6	8
No Support	Some Support	Lots of Support	Exceptional support

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

6. The Family

A. Stay Safe – staying safe in everyday life at home and out about

0	7	12	15
No Support	Some Support	Lots of Support	Exceptional support

B. Be Healthy – Be fit and healthy, able to manage without specific health or other supports

0	7	11	15
No Support	Some Support	Lots of Support	Exceptional support

C. Achieve Economic Well-being – Supporting a child’s learning and social development

0	6	9	12
No Support	Some Support	Lots of Support	Exceptional support

D. Make a Positive Contribution – Being and active member of the family, the local community

0	4	6	8
No Support	Some Support	Lots of Support	Exceptional support

E. Enjoy and Achieve – attending school, supporting learning and friendships outside school

0	6	9	12
No Support	Some Support	Lots of Support	Exceptional support

Individual Record Sheet *(Taking Control programme)*

Name:

Initial / ID:				Age:	
Stay Safe					
A.	B.	C.	D.	E.	Total
Be Healthy					
A.	B.	C.	D.	E.	Total
Achieve Economic Well Being					
A.	B.	C.	D.	E.	Total
Make a Positive Contribution					
A.	B.	C.	D.	E.	Total
Enjoy and Achieve					
A.	B.	C.	D.	E.	Total
Family					
A.	B.	C.	D.	E.	Total
Total points scored					

Who helped fill this in?

[Orange box for text input]

Any concerns about specific questions or scores?

[Orange box for text input]

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

[Orange box for text input]

Name:

[Orange box for text input]

Date:

Agreement to base a pilot allocation for the Taking Control programme given on

[Orange box for text input]

By

[Orange box for text input]



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October 2011 GK 11/12 0097 • 11-12 411



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