

**SHORT BREAK SERVICES & CONTINUING CARE
FOR
CHILDREN AND YOUNG PEOPLE WITH DISABILITIES
FAMILIES AND CARERS**

ELIGIBILITY CRITERIA & PRACTICE GUIDANCE

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1. Introduction and context

This document represents the full practice guidance for the implementation of the eligibility criteria for short breaks and Continuing Care for children and young people with disabilities in Hull and their families. It is supported by the local authority's *Short Break Statement*, which provides an overall description of what a short break is and how a short break can be accessed.

The National Framework for Children and Young Peoples Continuing Care 2016, sets out the eligibility criteria and prescribed assessment and decision-making tools related to the funding of services for local determination. This integrated eligibility criteria sets out the services which will be funded to meet the needs of individuals who are found to be eligible for Continuing Care (<https://www.gov.uk/government/publications/children-and-young-peoples-continuing-care-national-framework>). This document supports the decision-making process for children requiring a continuing care package, it does not override the existing National Framework and the processes aligned to its application.

The document is intended to be used by all those working to support children and young people with disabilities, their families, parents and carers. A parent and young person friendly version of this document will be available on the Hull Local Offer and through a range of children's disability services.

It is a fundamental principle of Hull's approach to Short Breaks that children with disabilities are supported to access services from universal and some targeted services within their community without the need for an assessment.

A key advantage of engagement with universal and targeted services is that it supports children and young people with disabilities to integrate socially with their peers. This can create friendships that may not be otherwise possible. This supports learning of skills to navigate social relationships, promote independence, widen experience and create general well-being. Peers can also act as role models for social skills through their interactions with each other. The importance of making and maintaining meaningful friendships was affirmed throughout the targeted engagement work in the review of services for children with complex and continuing care needs in Hull (Kids Yorkshire and Humber: August 2015).

Improving access to universal and targeted services helps to prevent the challenges that children and young people with disabilities and their families face from becoming more acute and potentially requiring more intrusive support and intervention. This approach is further supported through Hull's Early Help and Priority Families Strategy.

It is acknowledged, that some children and their families may require additional support in order to fully participate in universal and/or targeted services and that children with the most complex needs may require more targeted and/or specialist short break services.

Children with disabilities who require additional support are entitled to an assessment of need to determine what, if any, additional resources may be required to meet their needs. This holistic family assessment will usually be undertaken by a professional whom the

child/young person and family are working with. The assessment will help the professional and the child/young person and parents/carers to identify how those additional needs can be met through existing universal and/or targeted services, or whether specialist services are appropriate. The assessment process outlined in this document will determine the services the child/young person may receive and how their needs may be met.

The aim of the criteria and guidance is to ensure that there is fair and equitable access to services including continuing care and short breaks for all eligible children and young people. It supports families to plan and ensure their child and family's needs are met. It also supports services in the planning and delivery of high-quality provision including short breaks that are flexible and responsive to the individual needs of the child and their family.

This document has been co-produced through a wide-ranging engagement process with key stakeholders, including professionals, parents and carers, and young people. It is updated in October 2023

2. Principles that underpin the Short Breaks and Continuing Care Eligibility Criteria

The following principles have been devised in partnership with parents and carers to underpin the development and delivery of Short Breaks and Continuing Care in Hull.

2.1 We will support children and young people with disabilities to fulfil their potential, by being committed to:

- Helping children and families identify their strengths and enable them to broaden their horizons and become independent, resilient, and more confident to engage in opportunities in their communities.
- Promoting choice and personalisation as part of the implementation of short breaks/Continuing Care.
- Working with all services for children and young people and their families to ensure inclusivity so that children have equality of opportunity and access to mainstream provision in their own communities with their own families wherever possible.
- Ensuring that short breaks/Continuing Care provides a high quality, progressive experience for children and young people that meets their needs.
- Meeting the care and support needs of children with complex needs

2.2 Objective assessments about access to short breaks and Continuing Care will be based on transparent eligibility criteria. We will do this by ensuring:

- The definition of disability used for eligibility purposes will be simple and clear.
- Clear information stating how short breaks/Continuing Care can be accessed will be made available to families, ensuring equality of access to a short break/Continuing Care based on the eligibility criteria.
- A clear framework will be put in place to enable fair and consistent decisions to be made about access to short breaks/Continuing Care. The eligibility criteria will be applied with some flexibility in order to ensure that they reflect individual circumstances.
- Eligibility is not dependant on any single criteria such as diagnosis, or a single

impairment. Instead, it is focussed on the identified needs of the child/young person and the impact of this need on the child/young person and their family.

- Short breaks should deliver positive outcomes for children and young people and their families, including opportunities to have fun, learn new skills, and prepare for independence where possible.
- Decisions about the provision of short breaks will be made in a timely way.

2.3 We will listen to each other and work together. We will do this by ensuring:

- We work together to meet the diverse needs of Hull's children and young people with disabilities and their families, always focused on improving outcomes and life chances.
- We listen, actively encouraging two-way communication and seek feedback as to what may need to change to make things better for children and young people with disabilities and their families.
- Where there is disagreement, we will listen and review decisions, and enable access to a clear appeals process.

2.4 The Short Breaks/Continuing Care Eligibility Criteria must support the delivery of short breaks and continuing care provision within available resources. We will do this by ensuring:

- We implement the eligibility criteria and NHS Continuing Care Framework in a way that will ensure available resources are targeted to those most in need, whilst ensuring that there is a wide ranging universal and targeted offer to meet a child or young person's needs wherever possible.

These principles are further supported by the Principles of joint working and the role of the Lead Professional (Appendix C)

3. Definition of Disability for the purposes of eligibility for short breaks.

For the purposes of eligibility for short breaks, the definition of disability is taken from the Equality Act 2010, which states:

“Disabled’ means someone who has a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities”.

“Substantial” means that something is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task.

“Long-term” means something that is likely to last 12 months or more.

In Hull, a child or young person between the ages of 0-18 years may be eligible for a short break if they meet this definition.

A diagnosis of a disability is not essential to consider eligibility for a short break or Continuing Care. Children/young people who are awaiting a diagnosis can still be assessed. Each situation will be considered individually, based on the needs of the child/young person, considering the strengths and resilience factors of their situation and the impact of their need on them and their family to determine what, if any, services may be required in the child/young person and their family's best interest.

4. Legal requirements

The Equality Act 2010

Along with the general provisions of the Equality Act 2010 and the Public Sector Equality Duty (PSED), which apply to all the functions of Hull City Council and NHS Hull CCG, the specific relevance to these guidelines are:

- the definition of disability applied in these guidelines is drawn from the definition of the protected characteristic of disability, set out in the Equality Act

The public sector equality duty or under section 149 of the Equality Act 2010 requires that 'due regard' is given to the need to:

- Eliminate discrimination
- Advance equality of opportunity; and
- Foster good relations between different groups.

The provision of short breaks to disabled children is relevant to addressing all of these needs, as short breaks:

- Help address the discrimination disabled children face in being able to access mainstream leisure activities, clubs etc
- Promote equality of opportunity for disabled children compared with their non-disabled peers; and
- Increase disabled children's visibility in the community and their contact with non-disabled people (including short break workers), thus reducing stigma and improving community relations. In this regard specialist and targeted short breaks must supplement wider efforts to promote community inclusion for disabled children, particularly through making universal services more inclusive.

The Human Rights Act 1998

The Human Rights Act 1998 enacts the protections on human rights set out in the European Convention for Human Rights (ECRH). Article 8 of the ECRH includes the right to respect for private and family life. "For the purposes of Article 8 a disabled child's 'private life' includes their 'physical and psychological integrity' and their 'ability to function socially'.

Hull City Council: Short Break Statement

Section 25 of the Children and Young Persons Act 2008 requires local authorities to provide short breaks for families with disabled children. This duty, which came into force

on 1 April 2011, requires each local authority to produce a Short Breaks Services Statement. This is to enable families to know what services are available, the eligibility criteria for these services, and how the range of short breaks is designed to meet the local needs of families with disabled children. Furthermore, local authorities must publish this statement on their website, keep it under review and revise it where appropriate including the views of parents and carers in their area.

Further guidance for local authorities on how to provide short break care is available via the following on the Local Offer

The Hull City Council Short Break Statement 2023 can be found on the Hull Local Offer.

NHS Humber and North Yorkshire Integrated Care Board (HNY-ICB) Hull Place, all ages NHS Funded Care Team.

The National Framework for Children and Young People's Continuing Care (Department of Health and Social Care, 2016) is guidance for ICB's when assessing the needs of children and young people (0 to 17 years) whose presenting complex needs cannot be met solely by universal or specialist health services. ICB's have a legal responsibility for securing to a reasonable extent the eligible health care needs that have been assessed through the pathway, and this guidance is about the process which should be followed for the equitable discharge of that responsibility for children and young people with complex needs. In particular, where a child or young person has a special educational need or disability (SEND), which will often be the case, then ICB's and local authorities should endeavour to coordinate the assessment and agreement of the package of continuing care support, as part of the process for determining and developing the child's Education, Health and Care plan.

5. Definition and scope of short breaks

Short breaks for children and young people with special educational needs and/or disabilities, come in many different forms;

- Providing opportunities for disabled children to enjoy themselves and fulfil their potential through safe experiences with or without their parent or carer
- Giving parent or carers a break from caring, enabling them to have time to undertake whatever they would like to do, such as leisure activities, day-to-day tasks, spending time with other family members or education/training opportunities.
- Enhancing the abilities of parents and carers to care more effectively.

Short Breaks can last anything from a couple of hours to an evening, overnight or weekend according to assessed need and can be offered during daytimes, evenings,

weekends and school holidays. Short Breaks can take place within or outside the home, in the community or in a residential setting.

Children's Continuing Care may include the provision of short breaks and personal budgets that may be used to support children and young people in accessing short breaks where applicable.

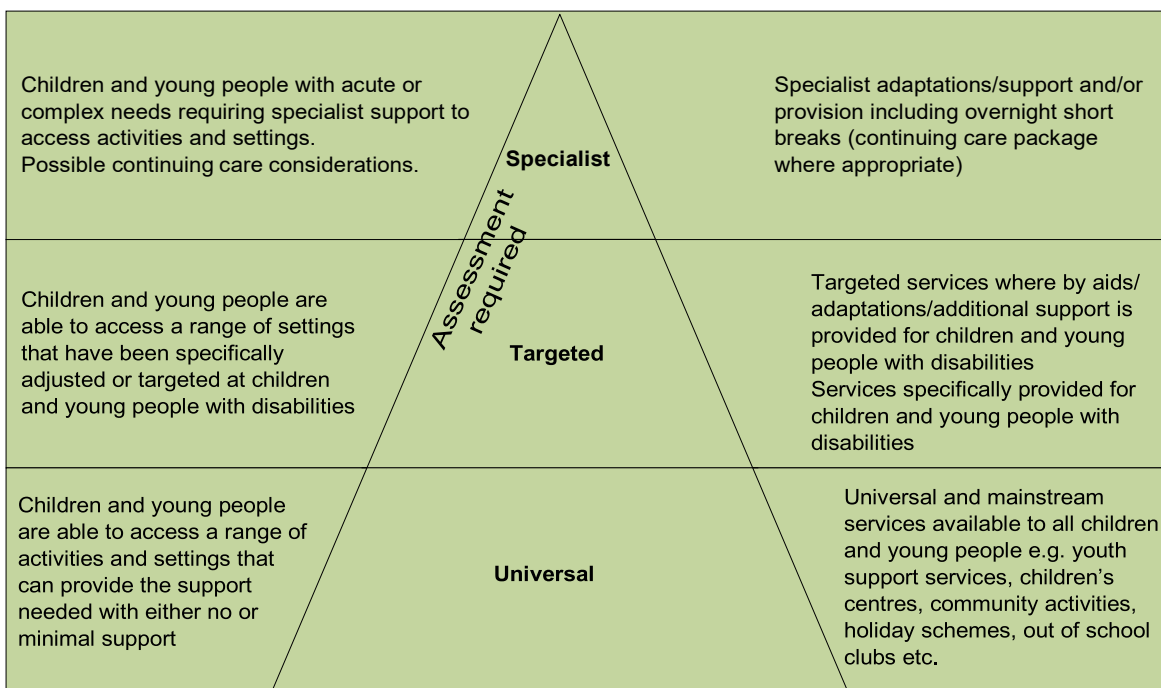
This short break and Continuing Care eligibility criteria and guidance **does not** apply in response to safeguarding concerns (where local safeguarding guidelines and procedures must be followed), although a short break for children with a disability may be part of a Child Protection /Looked After Children Plan.

6. Short break services and levels of need

Short breaks are organised into three tiers of service to meet different levels of need:

- **Universal** – Children and young people are able to access a range of activities and settings that provide the support needed with either no or minimal additional support and generally does not require an assessment. However, where additional support is needed to enable a young person to access a universal service assessment is likely to be needed.
- **Targeted** – Children and young people are able to access activities in a range of settings which have been specifically adjusted or targeted at children and young people with disabilities. This will usually require an assessment, specifically where local authority and/or Clinical Commissioning Group (CCG) funding is required.
- **Specialist** – Children and young people with acute or complex needs requiring specialist support to access activities and settings. This will always require an assessment.

This is further represented in the diagram below.



7. Eligibility Criteria

The short breaks and continuing care eligibility criteria is based on a matrix model of need. This matrix should be used transparently by all professionals responsible for assessing the needs of children/young people and in partnership with the parents/carers to establish what level of short break provision (universal, targeted or specialist) is likely to be most appropriate to meet their personalised needs.

The matrix (Appendix A) is also the basis on which the Disability Short Breaks and Continuing Care Panel will assess the need for and nature of a short break.

How the matrix is used to determine a resource package

- Before an assessment is referred to the Disability Short Breaks and Continuing Care Panel, the professional with whom the family is working considers the matrix with the young person and his/her parents/carers and establishes where they believe the needs of the family are and the type of short break needed. The emphasis at this stage will be on whether universal services and/or targeted services (including services through the Local Offer), could meet the identified need and thus avoid unnecessary further assessment and potential delay.

If needs cannot be met through universal/targeted services, further assessment for a short break is undertaken. This assessment is provided to the Disability Short Breaks and Continuing Care Panel with recommendations about the type of and desired outcome of the short break.

- For all children and young people with complex needs, the assessing professional would need to consider whether a Continuing Care package is in place or appropriate. If appropriate a referral should be made for a Continuing Care assessment utilising the checklist screening process; in addition to escalating the request for a specialist short break to the Panel. The Continuing Care process may take up to 6 weeks to complete, therefore funding decisions may be made without prejudice to minimise delays in establishing the short break provision and meeting the assessed needs of the child.
- The Children's Continuing Care process begins with the recognition that a child or young person with complex health needs may require additional resource where universal or specialist services cannot meet their need. The CCG and Children's Continuing Care team are responsible for assessing, deciding and agreeing continuing care for children and young people against the National Framework (Children and young people's continuing care national framework, DH 2016). For some children and young people, this may include a continuing care package that includes a short break.
- The Disability Short Breaks and Continuing Care Panel the Hull place HNY-ICB representative will confirm whether there are further health needs that may require interim funding (pending the outcome of the Continuing Care assessment) or a Continuing Care package. Continuing Care funding is a statutory function of the ICB and the ICB must remain the final decision maker for health funding.
- Once the panel receives the assessment, panel members shall review the assessment and any supporting information using the eligibility matrix. This enables the panel to identify the level of need and determine whether the child/young person and family's needs are best met by universal, targeted or specialist short break services.
- The panel may agree the short breaks resource allocation and, where appropriate, a funding allocation. The Panel may also propose an alternative resource. This is fed back to the referring professional with whom the family is working, who in turn discusses the outcome with the family.
- Where the panel is in agreement with the child/young person and family regarding the short break package, it is set up, delivered and monitored at regular intervals (initial review at 3 months: subsequent reviews 6-12 monthly as appropriate and additional reviewed where identified needs change) to ensure it meets the needs and outcomes of the child/young person and the family.
- Where the young person and/or parents/carers do not agree with the panel decision, they have the right to appeal. The appeal will be considered by the Panel chair who may take the issue back to panel if considered appropriate. The appeal decision is final unless new information or

circumstances arise..

8. The Disability Short Breaks and Continuing Care Panel

The purpose of the Disability Short Breaks and Continuing Care Panel is to make decisions about the appropriate resource available to meet the needs of the child or family for a Short Break. It will:

- Consider assessments for and evidence of the need for a targeted (where local authority or ICB funding required) or specialist Short Break (See Appendix B: Request for resource/review of resource and Panel Decision Record).
- Ensure resources are being targeted to achieve quality outcomes for disabled children and young people.
- Ensure that resources are used in an equitable and transparent way.
- Ensure integration with the Children's Continuing Care Framework through assessment, planning, decision and review
- Ensure that the Short Break is set at the right level and evidences the voice of the child.
- Ensure that the administration of Short Breaks is timely and efficient, and that the process is easy for everyone to understand.
- Ensure that the resources allocated are within the DP budget.

The Disability Short Breaks and Continuing Care Panel consist of senior representatives from:

- Children's Social Care
- Hull Place Humber & North Yorkshire ICB (Health)
- Special Educational Needs Service
- Early Help
- Early Years, and
- An advocate whose role is to ensure the voice of the child/young person and his/her parents/carers.

The panel is governed by its Terms of Reference.

The Disability Short Breaks and Continuing Care Panel will review its decision-making on a regular basis and report back to the Senior Leadership Team of the Local Authority and the Hull Place ICB. outlining:

- The number of referrals
- The number of assessments considered
- The quality of assessments and supporting information submitted
- The outcomes of referrals, including the number and percentage of each universal, targeted and specialist provision.
- Qualitative intelligence based on the nature of assessments being received and challenges faced, the quality of service provision including where services are rated positively and where there gaps in service provision.

This report will be considered at an extraordinary 6-monthly meeting of panel members.. The report will be used to inform short breaks service development and provision.

9. Assessment

All children and young people will be able to access universal services without the need for assessment. It is therefore important that the professional establishes with the child/young person and parents/carers whether the likely outcome of the assessment is to support access to universal services at the earliest stage possible, in order to prevent unnecessary assessment and delay in accessing services.

Assessment, care planning and provision must be personalised and holistic and include the needs of the child/young person, parents/carers and family (including siblings), and the impact of environmental or individual factors upon the child/young person and family.

Assessment, care planning and provision must be joint wherever possible, enabling staff from children's social care and health services to work together, providing the family with a named 'Lead Professional', preventing duplication and making best use of the resources available.

Assessment must explicitly take account of and record the child/young persons' needs and wishes for where and when they access their short break/ Continuing Care package as this may differ to the needs and wishes of their parent/carer.

Where there may be additional support needs (targeted and/or specialist services are required), the assessment for a short break/ Continuing Care must ensure key information about the child/young person and his/her family are identified and recorded within the assessment record and care plan. This will include the reason for the short break/ continuing care package and the desired outcomes from it.

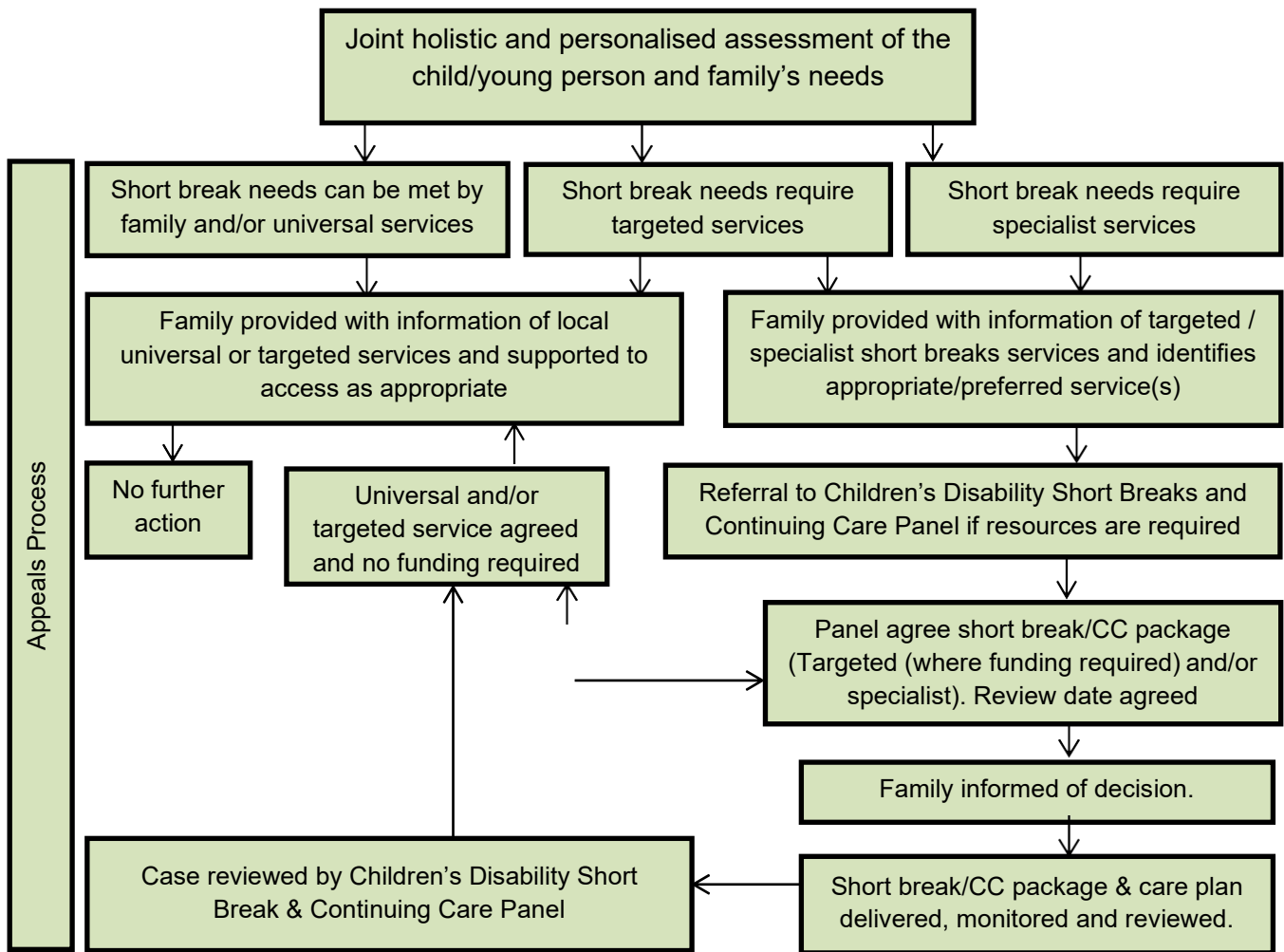
The assessment of parents/carers needs will be considered as part of the holistic assessment of the family's needs. Parents and Carers have a right to have an assessment of their own needs under the *Children and Families Act 2014: Section 97 of the Children & Families Act 2014*.

Appendix C provides further information related to Short Breaks through a series of Frequently Asked Questions.

10. Short break/ Continuing Care decision making process

The short breaks/ Continuing Care decision-making process seeks to promote personalisation, flexibility and choice, and, where possible, the meeting of needs within the child / young person's community at as lower level of intervention as possible to promote independence and non-obtrusive inclusion.

The process for establishing the level of a short break and the decision making process is outlined in the flowchart below.



11. Review of the short break/ Continuing Care provision

Any short break/ Continuing Care package/ care plan should be initially reviewed at 3 months and subsequently 6 monthly unless there is a change in need or circumstances or a request to bring this forward. Reviews should be undertaken jointly wherever possible and aligned where the child/young person has other care plans and reviews in place.

The review should:

- Ensure the wishes and feelings of the child/young person and his/her parents/carers are obtained and recorded.
- Identify the ongoing support and resource required to meet the desired outcomes from the child's plan.
- Where a direct payment is in place: monitor the audit of spend to ensure that the payment has been used appropriately and in accordance with the needs and desired outcomes identified in the child's plan.
- Review level of need and amend the agreed short break/ Continuing Care package and resource allocation accordingly.

The views of the child/young person, parent/carer and others involved, the decisions and outcome of the review should be clearly recorded in the child/family records. The child's care plan will be updated with clear outcomes from the short break identified.

Feedback will be actively sought from children/young people and their parents/carers to establish whether and how the short break is meeting their needs. This will be used in the review process and also to help inform future service planning and development.

12. Appeals process

Where a child, young person or parent/carer is unhappy with the decision of the Disability Short Breaks Continuing Care Panel, they should make representation to the professional that undertook the assessment and seek resolution.

Where a resolution cannot be achieved, they can make representation to the Chairperson of the Disability Short Breaks/ Continuing Care Panel who will consider the appeal and ensure re- presentation at the Disability Short Breaks and Continuing Care Panel if appropriate. The appeal decision is final unless new information or circumstances arise..

ELIGIBILITY CRITERIA MATRIX

	Universal Services Universal or community services which are available to all children/young people and carers who need low support	Targeted Services Services for children/young people and carers who require some support A targeted offer could be through a personal budget and/or services	Specialist Services & Continuing Care Services for children/young people and carers who require high support via a specialist package of care
Child / Young Person's needs	<ul style="list-style-type: none"> The child/young person has some additional needs because of their disability but this doesn't prevent them from generally making friends, and accessing local services and activities such as the youth club and leisure centre. 	<ul style="list-style-type: none"> The child/young person has additional needs because of their disability and needs some support to help them make friends and access some local services and activities. Sometimes they might need specific activities designed for their needs. 	<ul style="list-style-type: none"> The child/young person has complex, significant and/or multiple needs because of their disability which prevents them from accessing local services and activities without high levels of support It is highly likely that the child/young person attends a special school to have their high level of educational needs met. May also have a continuing health care assessment Existing universal or specialist NHS services cannot meet their complex health and care needs.
Parent / Carer Needs *	<ul style="list-style-type: none"> The parents/carers sometimes might need help but they know where to go to get it using resources available to them such as grandparents and the wider family or the community. The child/young person's needs are impacting on the parents / carers personal or social life but the parent/carer is able to cope with this. 	<ul style="list-style-type: none"> The parents/carers do not have easy access to wider resources such as the wider family and community and need additional help to meet the child/young person's needs. The child/young person's needs are met but at a cost to the parents / carers physical / emotional health. There may be a risk of family breakdown without short break support. 	<ul style="list-style-type: none"> Parents/carers need significant and regular ongoing support, to meet the child/young person's needs.
Environment / Wider Family Needs *	<ul style="list-style-type: none"> The place where the child/young person lives and the places they go to are safe and generally meet their needs with reasonable adjustment. Siblings can access opportunities but they are sometimes restricted. 	<ul style="list-style-type: none"> The place where the child/young person lives and the places they go to may need some changes to ensure they are safe and can better meet their needs. Siblings' personal and social lives are significantly restricted. 	<ul style="list-style-type: none"> Siblings whose age or disabilities or identified health needs, impact on the young person. The place where the child/young person lives and the places they go to need adaptations

***NB where there are other significant factors such as parent's health, housing, financial concerns, additional caring responsibilities, and/or identified risks; these will be identified in the assessment.**



Principles of joint working and the role of the Lead Professional

The principles set out for joint working, highlight Hull's commitment to children, young people and their parents and carers to ensure they have the best start in life and fulfil their aspirations and potential. Multi agency organisations all have a role to play in this, through joint working, assessment and care planning to reduce duplication of effort and children, young people and parents/carers only tell their story only once.

The aim is to provide a co-ordinated response, supported by a Lead Professional to ensure children, young people and their families receive the right service, at the right time and in the right place.

1

Locate

- Professionals meet at defined times such as Multi Disciplinary Team (MDT)/ Team Around the Family (TAF) meetings
- Set Panels with all agency representation to discuss individual cases and make decisions
- Ensure children, young people and their parents/carers are involved in decisions

2

Communication and Information Sharing

- Clear and transparent communication between agencies
- Formal processes in place to share assessments across agencies and services
- Trusted Assessments across agencies and professional boundaries

3

Co-ordinate

- Single Care plan approach with recorded decisions
- Inform child, young person and parent/carer of Lead Professional and plan
- Joint approach to managing risk

The principles are supported by the following **five degrees of multi-agency joint working**:

- **Coexistence** – clarity between practitioners from different agencies as to who does what and with whom and when.
- **Co-operation** - practitioners from different agencies sharing information and recognising the mutual benefits and value of partnership working, that is, pooling the collective knowledge, skills and achievements available.

- **Co-ordination** – identifying the most appropriate lead professional, partners planning together; sharing some roles and responsibilities, resources and risk-taking; accepting the need to adjust and make some changes to improve services, thus avoiding overlap.
- **Collaboration** - longer-term commitments between partners, with organizational changes that bring shared leadership, control, resources and risk-taking. Partners from different agencies agree to work together on strategies or projects, each contributing to achieving shared goals.
- **Co-ownership** – practitioners from different agencies commit themselves to achieving a common vision, making significant changes in what they do and how they do it.

For children and young people receiving short breaks and continuing care we aim to embrace all of these elements.

The role of the Lead Professional

While all practitioners working with a child, young person and family are responsible for contributing to the multi-agency assessment and plan, when a child/young person needs a package of support, experience shows that they and their families benefit from having one person who can help them through the system, ensure that they get the right service at the right time and that agencies/ organisations communicate effectively with each other. In Hull this is the role of the Lead Professional.

Where a child or young person has been identified as being potentially eligible for overnight short break provision and/or a continuing care package, a Lead Professional can act as a key point of contact for children, young people, parents, carers and practitioners. They form a partnership not just with their colleagues across the multi-agency partnership but with the child/young person and their family too.

An agency or individual cannot be allocated the Lead Professional role without the knowledge and agreement of themselves, the child and family. Decisions about who is best placed to be Lead Professional need to be made on a case by case basis and should be informed by the wishes of the child, young person and family, alongside conversations between practitioners as to who might be best placed to undertake this role effectively.

The Lead Professional is accountable to their own agency for delivering the role. They are not accountable for the actions of other practitioners or services. However, in the event that a practitioner becomes concerned that the child's needs are not being met as a result of another agency not being able to fulfil their agreed role in the multi-agency plan, all agencies have a responsibility to raise this issue and escalate to senior managers if the issue is not resolved. The Lead Professional can change

depending on the needs of the child, young person and family, and the multi-agency group.

In relation to the provision of short breaks and children's continuing care, the Lead Professional should co-ordinate a multi-agency/integrated assessment in order to better understand the child/young person and their family's needs and identify the most appropriate support for the child, young person or family, at the right time.

Points for consideration for working with children, young people and families in relation to this eligibility criteria and practice guidance include:

- At any time in the assessment, planning and/or review process, any practitioner can discuss concerns/seek advice from their line manager, designated safeguarding advisor within supervision, or with the Early Help Locality Hubs or Early Help and Safeguarding Hub (EHaSH)
- If the child/young person or family decline/refuse to cooperate with the assessment and concerns are evident in relation to the child's welfare, a decision to consult with the EHaSH may be made or a decision to revisit the family at a later date to see if they will reconsider.
- If there are child protection concerns (reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm), always contact the EHaSH and follow this up in writing within 48 hours.
- In all scenarios, practitioners should refer to their usual professional guidance to determine if consent is required.

FREQUENTLY ASKED QUESTIONS

Do you always need an assessment for a Short Break?

No. If you can arrange a Short Break that does not require any support, you do not need an assessment. For example, after school clubs, leisure activities. You only need an assessment where you need some support to be able to access the Short Break.

How much funding will I receive for my Short Break?

Funding for a targeted or specialist Short Break is based on the assessment of need for the individual family and is agreed by the Disability Short Break and Continuing Care Panel. There is no set “formula” used as we want to understand the needs of each family.

Do I have to use my Short Break with a particular service?

No. There are some services that provide Short Breaks, but you have the choice between these or an alternative service that you identify that meets the individual needs of your child or family.

Can I use a Short Break to provide childcare?

Short break is to provide care for your child to enable you to have a short break. It does not provide alternative childcare for work or formal study. For nursery or childminder provision you can access information via the Hull City Family Information Service ([Link in here](#))

Is transport provided as part of the short break?

There is no statutory obligation to provide transport as part of a short break. However, where transport issues would be a significant barrier to accessing a short break – these will be assessed and decided as part of the eligibility criteria.

Can I book a holiday without my child as part a short break

Short breaks do not routinely include the provision of holiday care for families to go away without their children. If parents/carers choose to have a break away from the family home, alternative care must be available in the event of an emergency related to the child and/or service and will be part of the contractual short break arrangements.