ROYAL GREENWICH DISABLED CHILDREN FAMILY SUPPORT SERVICE (DCFS)
Guidance notes – Part 1
Short Breaks for Children with Disabilities

1. INTRODUCTION

1.1 Royal Greenwich Children’s Services is looking to award a number of small grants for the delivery of short break activities for children and young people with disabilities (up to the age of 17 years\(^1\)) and resident of/ under the care of the Royal Borough of Greenwich.

1.2 These guidance notes have been provided to:
- Part 1: Set out what RBG Children’s services wish to provide grants for
- Part 2: Support you to make an application for the grants

1.3 The provision of short breaks activities is in accordance with the Children Act 1989, section 6, and subsequently The Breaks for Carers of Disabled Children Regulations 2011. For the purpose of this programme, the definition of disability is taken from the Children and Families Act 2014 (c. 6PART 3 Section 20). Where a child or young person has:

\(a\) a significantly greater difficulty in learning than the majority of others of the same age,

or

\((b)\) a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

1.4 For clarity this includes children & young people whose disability is related to:
- Learning &/or physical Disability
- Deafness or hearing impairment
- Blindness or visual impairment
- Neurodevelopmental disorders e.g. Autistic Spectrum
- Life limiting or life threatening conditions
- Children & young people for whom the Local Authority are required to provide welfare services in accordance with The Chronically Sick & Disabled Persons Act 1970, who fall within section 29 of the National Assistance Act 1948

1.5 Further information of the levels & type of need can be found in RBG Children with Disabilities Service Eligibility Criteria 0-17 years (appendix 1)

\(^1\) This includes up to their 18\(^{th}\) birthday
1.6 Short Breaks activities are a range of **clubs or schemes that are offered for children and young people with disabilities and that offer appropriate leisure and social opportunities.**

2. **Context:**

2.1 We think Greenwich is a great place to grow up but we know that for some children, life can be more challenging. Family background and circumstances can have an impact on how well they achieve, how healthy they are, how secure they feel and how safe they are.

2.2 Children, young people, parents and carers and those whose job it is to support them have told us that that they want children and young people in Greenwich to:

- Be happy
- Have equal opportunities
- Be supported and secure
- Be included
- Be high achieving
- Be safe
- Be healthy, well and active
- Be ambitious

2.3 Our **Children and Young People Plan 2017-2020** aims to help all children, regardless of their background or circumstances, to have a childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to reach their highest potential.

2.4 Our plan is built around four fundamentals, which is our approach to working with all children:

- Resilience and Good Mental Health
- Strong Foundations
- Prevention
- Safe and Secure

2.5 And four priorities to overcome the barriers that some children face to having the kind of childhood they deserve:

1. **Strong Foundations for children from disadvantaged backgrounds**
2. **Supporting disadvantaged boys and engaging well with men**
3. **Healthy relationships, tackling violence and exploitation**
4. **Improving outcomes for children with special educational needs and disabilities**

2.6 Our short breaks offer will support RBG’s strategic outcome, “**that children who face the most challenges in life get the right education and right support to**
achieve their full potential”. It also supports Priority 4 of the Children and Young People’s plan; to “understand the experiences of and improve outcomes for children with special educational needs and disabilities (SEN)”.

3. Population profile

3.1 As of January 2018 there were 6,643 children and young people in Greenwich Schools with some form of identified special educational need and disability (SEND). This is approximately 15% of the population. Of the 6,643, a total of 1,648 had an Educational Health and Care Plan (EHCP). Of this group around 600 attend special schools and around 780 have additional provision to attend mainstream schools, with 117 of these pupils in Designated Specialist Provision (DSP). How RBG enables this to happen is set out in the RBG Special Educational Needs and Disabilities Partnership Strategy 2018-2021. Details of SEN provision available to RBG pupils is available here: https://search3.openobjects.com/mediamanager/greenwich/fsd/files/sen_provision_in_royal_greenwich1_1.pdf

3.2 **Fig 1. SEN Support for RBG pupils by primary need**

3.3 The proportion of children and young people with an EHCP has been stable since 2011 at around 3% of the school population and our children and young people resident population. The 0-17 population is projected to increase by around 5.6% during the period 2018 to 2022.

3.4 Boys, those from a white British background and children eligible for pupil premium are over represented in the SEND pupil population making up 68%, 40% and 40% respectively of all SEND pupils.
3.5 The most frequently recorded primary need for children and young people with EHCP in the resident and school population is for having Autistic Spectrum Disorder (ASD) at 44.6% of EHCPs.

3.6 **Fig 2. Primary need of RBG pupils with an EHCP**

<table>
<thead>
<tr>
<th>EHCP pupils by primary need type</th>
<th>England</th>
<th>Greenwich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Sensory Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Learning Disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profound and Multiple Learning Difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severe Learning Difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social, Emotional and Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech, Language and Communication Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autistic Spectrum Disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.7 Since 2013 the proportion of children with an EHCP recorded with ASD has increased by 13% points among the pupil population to stand at 44.6% as of January 2018 (from 31% to 38%). ASD is more prevalent among young people with EHCPs in Royal Greenwich schools than in England (27% as of Jan 2017).
3.8 **Fig.3 Child population & children living in low income families by ward**

<table>
<thead>
<tr>
<th>Ward</th>
<th>Number of 0-17yr olds living in Ward</th>
<th>% of 0-17yr olds in ward</th>
<th>&amp; of children in low income families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbey Wood</td>
<td>4953</td>
<td>29.25</td>
<td>30</td>
</tr>
<tr>
<td>Blackheath Westcombe</td>
<td>2516</td>
<td>18.89</td>
<td>16</td>
</tr>
<tr>
<td>Charlton</td>
<td>3846</td>
<td>25.21</td>
<td>26</td>
</tr>
<tr>
<td>Coldharbour &amp; New Eltham</td>
<td>3033</td>
<td>21.81</td>
<td>18</td>
</tr>
<tr>
<td>Eltham North</td>
<td>2784</td>
<td>21.01</td>
<td>11</td>
</tr>
<tr>
<td>Eltham South</td>
<td>2621</td>
<td>20.18</td>
<td>23</td>
</tr>
<tr>
<td>Eltham West</td>
<td>2939</td>
<td>24.50</td>
<td>28</td>
</tr>
<tr>
<td>Glyndon</td>
<td>5001</td>
<td>25.81</td>
<td>29</td>
</tr>
<tr>
<td>Greenwich West</td>
<td>4011</td>
<td>19.56</td>
<td>29</td>
</tr>
<tr>
<td>Kidbrooke with Hornfair</td>
<td>3397</td>
<td>23.07</td>
<td>26</td>
</tr>
<tr>
<td>Middle Park and Sutcliffe</td>
<td>3550</td>
<td>24.44</td>
<td>27</td>
</tr>
<tr>
<td>Peninsula</td>
<td>3648</td>
<td>20.57</td>
<td>27</td>
</tr>
<tr>
<td>Plumstead</td>
<td>4623</td>
<td>25.50</td>
<td>27</td>
</tr>
<tr>
<td>Shooters Hill</td>
<td>3187</td>
<td>22.67</td>
<td>19</td>
</tr>
<tr>
<td>Thamesmead Moorings</td>
<td>6665</td>
<td>28.87</td>
<td>26</td>
</tr>
<tr>
<td>Woolwich Common</td>
<td>5222</td>
<td>27.62</td>
<td>31</td>
</tr>
<tr>
<td>Woolwich Riverside</td>
<td>5401</td>
<td>24.70</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67397</strong></td>
<td><strong>23.74%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

Source: ONS 2016 Population estimates

3.9 DfE statistics show a clear link between SEND and children living in poverty. Of the pupils who are eligible for free school meals in England, 28.7% are identified as having SEND ([DfE, 2015a](#)). Thus, SEND is more prevalent among disadvantaged pupils than among their less disadvantaged peers. Nationwide data suggests a clear relationship between the **Index of Multiple Deprivation overall score and SEND** (2015). In general, as levels of deprivation rise, so do SEND levels.


3.11 In 2017 there were 3,579 children accessing universal short breaks, 232 accessing targeted breaks and 208 accessing specialist short breaks.

3.12 There is no definitive figure of those children who are eligible for a funded short break. The figures below on estimated need is based on the following combination of indicators:

- Indicators of potential prevalence
Young People accessing current commissioned provision

3.13 These figures are estimates for 2018/19. The figures are not used to determine eligibility, which is done on a case by case basis.

3.14 **Fig.4 CYP eligible for Short Breaks in 2018**

3.15 On the basis that disability prevalence will remain relatively constant but population will grow by approximately 5.6% between 2018/19 to 2022/23, the likely demand is set out below.

**Fig 5. Table of projected demand for future provision**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>5,850</td>
<td>5,923</td>
<td>5,981</td>
<td>6,044</td>
<td>6,179</td>
</tr>
<tr>
<td>Targeted</td>
<td>325</td>
<td>329</td>
<td>332</td>
<td>336</td>
<td>343</td>
</tr>
<tr>
<td>Specialist</td>
<td>215</td>
<td>218</td>
<td>220</td>
<td>222</td>
<td>227</td>
</tr>
<tr>
<td>Specialist overnight</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,365</strong></td>
<td><strong>6,444</strong></td>
<td><strong>6,507</strong></td>
<td><strong>6,576</strong></td>
<td><strong>6,722</strong></td>
</tr>
</tbody>
</table>

4. **Current provision**

4.1 Within Royal Greenwich we deliver our short breaks under different categories based upon need. The Council recognises that not all disabled children and young people and their families will require the same level of support. Therefore short break services are delivered under the following categories:

- **Universal Services** – services that are provided or routinely available to children, young people and their families
• **Targeted Services** – services that are aimed at disabled children and young people that require additional support, or who may need groups and services that are specifically designed to meet their needs.

• **Specialist Services** – services for disabled children and young people and their families following a social care assessment and are part of an individual care plan.

4.2 Disabled children and young people may access a combination of universal, targeted and specialist services at any one time or move between them according to their age, support needs and family circumstances.

4.3 The majority of disabled children and young people will be supported to have their individual needs met by their family and will be able to access short break services directly without the need for a social care referral or assessment. These services are universal and targeted services.

4.4 Disabled children and young people and their parents and carers in receipt of direct payments may choose to purchase short breaks from any of the above categories in order to meet their assessed needs.

4.5 A summary of the different tiers of provision and how they are accessed can be found at Appendix 2.

### 5. Consultation with children, young people and families

5.1 During the summer of 2018, and following the end of both the primary and secondary summer schemes, RBG Joint Commissioning and Children with Disabilities Team ran various consultation sessions with families that have used RBG funded short break services.

5.2 Parents have told us that:

- their greatest need for a short break from caring is during school holidays with the greater need being during the latter part of the summer holiday period.
- regular club activities during term time are also important, both after school and especially at weekends.
- they want short break services they can feel confident in, that are reliable with appropriately trained staff equipped to care for the needs of their child(ren).
- short break services need to be affordable.
- they would like to be able to access short breaks without the need for a social work assessment.
5.3 A comprehensive analysis of parent consultation feedback can be found at appendix 3.

5.4 During a consultation session with 30 CYP with a range of special educational needs and disabilities, they told us that they would like to:
- Young people shared that they want to;
- To go out in the community more
- Take positive risks
- Learn how to get on the bus and train – be more independent
- Make friends and go to activities for people their age
- Spend time with and without their families
- Not just attend specialist activities
- Be more active and do more sports, singing, dance and drama

5.5 A full list of the types of activities that CYP would enjoy is included in appendix 3.

6. Royal Borough of Greenwich Short Breaks Offer

6.1 Funding will be available during the period covering the 1st April 2019 to 31st March 2021 and applicants can apply for grants for up to two years.

6.2 We are looking for a diverse range of high quality, age and need appropriate provision that families want to access; helps children to achieve their full potential and improves outcomes for children and their families.

6.3 We are interested in services that support the inclusion of children and young people through:
- building on existing activities to increase participation by disabled children and young people
• enabling disabled children or young people to participate in activities within their local community empowering them to build local networks alongside their non-disabled peers.

6.4 As well as supporting children and young people to engage in fun activities, we also expect services will;
• Consider the needs of those carers who would be unable to continue to provide care unless breaks from caring were available to them;
• Consider the needs of those carers who would be able to provide care for their disabled child more effectively if breaks from caring were available to them.
• Assist parents and families to continue to care for their disabled child in the home as part of their family and local community, ensuring that the disabled child does not come into Local Authority Care.
• Ensure that disabled children and young people are supported to optimise their physical and emotional wellbeing by having fun in a safe, supportive environment, whilst having opportunities to increase and support new skills to reach their optimum level of independence, and participating in activities within their local community.

6.5 A Short Break is any service or activity outside of school hours which gives the family of a disabled child or young person a break from their caring responsibilities, and gives the disabled child or young person an enjoyable experience. Eligible provision therefore includes both targeted and specialist provision and mainstream activities outside school hours.

6.6 Funding will contribute to an affordable programme of activity that offers regular short breaks across the year in particular during the school holidays, with a greater number of hours provided during the summer holidays. A schedule of Greenwich school’s term dates can be found in the link at https://www.royalgreenwich.gov.uk/info/200285/about_our_schools/448/school_term_dates

6.7 It is expected that activities will be provided at a local venue in an accessible and safe environment. Given that activities will be run from a venue within the locality it is envisaged that this will enable the children and young people to become familiar with local community services and build networks within their own community.

6.8 Grants are not available to support holidays for individual children and young people.

6.9 Activities could include, but are not limited to:
• Play Services – Group based activities for children aged 0-11*
• Youth Services – Group based activities for young people aged 12-17*
• **Overnight activity breaks** – Group based experiences for young people aged 10-17*

• **Sports activities** – Group based activities for children and young people aged 0-17

• **Transition services** – Group based services for young people preparing for adulthood aged 15-17

• **ASD specific services/ activities** – Group based activities/services for both primary and secondary school aged CYP with a primary diagnosis of ASD. Due to the high need and demand in the borough, RBG require at least 1 ASD specific service in each of the categories listed above, spread across the borough. Whilst we require provision for all levels and types of disability, ASD remains, and is projected to be the highest need within RBG.

* The specified ages can be used as a guide to design age appropriate services

**6.10** Short break provision can range from a few hours a month, to an allocated number of overnight breaks per year. They can include day, evening, overnight and weekend activities and usually take place in a community setting.

**6.11** RBG are aware of a number of examples of families who now use community facilities after either first attending a short break family event or their child using the facility with a short break service, this supports the inclusion agenda as well as enabling parents to continue to care for their disabled child in the home as part of their family and local community.

**6.12** This grant is to ensure that local community involvement is supported for disabled children and young people to transition into universal services where possible.

**6.13** All the grants will be administered under condition 6.19 of this document (Fig 6). Services and activities funded from this grant will need to be delivered before the 31st March 2021.

**6.14** All projects must be ready to **take referrals and/ or commence activities/services as of 1st April 2019**. This is especially the case for after school and weekend activities/services and Easter Holiday schemes. Summer schemes should be ready to advertise places from 1st April with a programme of events available to families and begin to accept applications during the Easter school holiday and participate in a joint allocation meeting including RBG commissioners and social care/disabled children family support service leads.

**6.15** Families are to be notified of their allocation to any scheme, service or activity at the earliest opportunity, and by no later than 6 weeks than before the commencement of
summer holiday schemes. Social care may request the reservation of a number of places, and these may fall outside of the timeframes indicated.

6.16 There is funding available to provide an equitable and consistent offer across the Greenwich borough.

6.17 Bids may be made for any ward of the Royal Greenwich borough area or any subdivision of age range or disability.

6.18 RBG will use the following to inform decisions.

- Population analysis
- Levels of deprivation
- Level of needs

6.19 Bids will be in the range of £250 - £50,000 per year, for the financial periods 2019/20 & 2020/21, and will be available via 3 funding streams as described in the table below:

**Fig 6. Grants available**

<table>
<thead>
<tr>
<th>Grants available</th>
<th>Applications welcome in the region of:</th>
<th>Indicators of suitability for level of grant funding</th>
<th>Conditions/ reporting requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANT A</td>
<td>£250 - £9,999 p.a.</td>
<td>Suitable for new or small groups/ organisations, or larger organisations to support the additional staffing element to universal or targeted services and activities, or for organisations to deliver a specific scheme/ schemes (e.g. an after school club, and/or holiday scheme). All applicants are welcome to apply for this level of funding.</td>
<td>50% of grant paid at beginning of year one, 50% of grant paid following 1st annual report, meeting, monitoring data and feedback have been completed and submitted for year 1 in the timeframe requested and any plans/ changes for year 2 have been agreed and approved with RBG commissioners.</td>
</tr>
<tr>
<td>GRANT B</td>
<td>£10,000 - £24,999 p.a.</td>
<td>Grants within this region will be considered for all types of provision and would be expected to provide a holiday scheme in addition to any other project proposed in their application. This could be used to fund the</td>
<td>50% of grant paid at beginning of year 1, 40% paid upon submission of 12th monthly report, feedback &amp; meeting. 5% of grant paid at beginning of year 2 as long as all requested</td>
</tr>
</tbody>
</table>
additional staffing element to enable children with disabilities access universal services, or support a greater number of short break hours for targeted and specialist groups. If only 1 scheme is bid for under this grant, it would be expected to provide a greater number of short breaks hours (e.g. summer scheme) to a larger number of disabled CYP. This may also be suitable for specialist services providing more intensive 1:1 support/ higher staffing ratios.

<table>
<thead>
<tr>
<th>GRANT C</th>
<th>£25,000 - £50,000 p.a.</th>
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<tbody>
<tr>
<td>For larger, more established organisations that can provide a multiple range of targeted/ specialist short break activities and schemes that may require higher staffing ratio’s, including, but not limited to: School holiday schemes, weekend activities, overnight stays, after school clubs. Providing a greater number of short break hours throughout the year and helping to meet outcomes as identified in CYP EHCP’s.</td>
<td>Monitoring data and feedback has been received for year 1, meetings attended &amp; any plans/ changes have been agreed &amp; approved for year 2 with RBG commissioners. 5% of year 2 funding paid upon successful completion of 1st 6 monthly report, feedback &amp; meeting and commitment to attend end of project review meeting. 35% of grant paid at the beginning of year 1, 5% paid upon successful completion and submission of each requested termly (3x per year) monitoring data submission and subsequent monitoring meeting to discuss performance against the grant/ project objectives. 35% of the grant paid at the beginning of year 2 upon submission of all data and feedback requested in year 1, and any plans/ changes approved for year 2. 5% paid upon successful completion and submission of each requested termly (3x per year) monitoring data submission and subsequent monitoring meeting to discuss</td>
</tr>
</tbody>
</table>
6.20 You can bid for more than one grant but you will need to complete a separate application for each grant applied for.

6.21 RBG expects that any project will collect a parental contribution towards the cost of the service and a good service will show how this is applied.

6.22 If we are unable to award the full amount requested for your project we may talk to you about how much we can award from the money available.

6.23 The only age split taken into consideration within this process will be upon the need for Ofsted registration to provide care for under 8's.

6.24 If personal care is provided services must register with the CQC and comply with the relevant standards. A definition of personal care can be found in the Health and Social Care Act 2008 (Regulated Activities) Regulations 2010, Regulation 2.

6.25 RBG would like to see a programme of activity that offers regular short breaks across the year with the greatest number of hours provided during the summer holidays, in all localities.

6.26 Within the age range we will be looking as to how you support individual’s taking into consideration their age and level of need.

6.27 When awarding the grants consideration will be given to:
   - What the level of need is for the locality
   - What is already available in the locality
   - The age group or specific needs of the group
   - The type of activity being offered.

6.28 It is important that there is clear information available to parents and young people about how they can access the project, and that information is supplied for and kept up to date on RBG’s Local Offer. This should also be available in ‘easy read’ format.
RBG’s Local Offer is to be promoted to all families enquiring about or using the service. RBG’s Disabled Children’s Family Support Service may also refer.

6.29 Places available directly via the grant funding for targeted services will be undertaken via a single point of access within RBG. The project/activity will also take referrals directly from families who wish to pay the full cost of a placement not supported by this grant, or from families in receipt of direct payments.

6.30 A recruitment process or staff and volunteers will be in place that follows a recognised national model such as the NSPPC Safer Recruitment.


6.31 Those working with or providing activities for children, young people and vulnerable adults must ensure that staff and volunteers working with children, young people and vulnerable adults have a Disclosure and Barring Service (DBS) check, copies of which must be kept on file. For more information visit www.disclosuresdbs.co.uk

6.32 The individual needs of the children and young people may include:
- personal care
- medication
- communication
- mobility
- sensory needs
- behaviours that challenge

6.33 The provider will ensure that staff and volunteers will have the appropriate level of on-going training to meet the identified needs of individual children and young people, included in this will be Safeguarding (inclusive of Prevent and Child Sexual Exploitation), disability specific training (e.g. ASD), administration of medication, delivering personal care and managing behaviours that challenge. Further guidance can be found in the Children’s Workforce Development Council, short breaks carers standards and workbook.

http://dera.ioe.ac.uk/10516/7/Short_break_care_workbook_Redacted.pdf

6.34 In line with good practice the grant is to support a Care Planning process that involves the young person and parent. The staff child ratio will be based on dependency rating, risk assessment and where appropriate a Positive Behaviour Plan. Social care will share individual support plans with providers, with clear outcomes and how they can be achieved. Providers will be engaged in reviews of plans where appropriate.
6.35 Again within the staff team there will be appropriately trained team members to assess and meet the identified needs of individual children and young people, and the training needs of staff and volunteers supporting the sessions.

6.36 The staff team will also need to include members who have an awareness of a range of individual communication needs and promote the use of various methods of communication as appropriate and applicable, e.g. BSL, Makaton, PECS, electronic/talking books, and make appropriate links where necessary with school based settings in order to gain further information.

6.37 Where appropriate communication passports detailing the communication needs of each child or young person will be used.

6.38 Use of Communication diaries will show evidence that information about the activities participated in is shared with the family, ensuring parental engagement and helping to create positive memories.

6.39 There will be appropriate levels of supervision and line management will be in place to ensure good practice.

**Transport**

6.40 These grants will not cover transport costs. Families are responsible for providing transport for their child to and from the service venue and picking them up. However, providers are at liberty to run transport schemes which we expect parents to be made aware how this is funded either e.g. full cost recovery from parents or subsidised from other fund raising sources.

### 7. Who Can Apply?

7.1 We will fund:

- Registered charities
- Voluntary or community organisations
- Companies limited by guarantee
- Community Interest Companies
- Social enterprises
- Parent Teacher Friends Association

7.2 All applicants must be:

- Based within the Royal Borough of Greenwich
Based outside the Royal Borough of Greenwich but applying for a project that will take place within the Royal Borough and/or involve and benefit local residents

7.3 Joint bids between collaborative partners and consortium bids are also welcome, but each application must be for a stand-alone grant only.

7.4 We will not fund:
- Individuals
- Projects and activities that do not meet the criteria for short breaks
- Activities that have already taken place (we do not fund projects retrospectively)
- Activities that have no public benefit for the residents of the Royal Borough of Greenwich
- Activities which promote a particular political, religious or extremist view
- Activities placed in a formal education setting as part of the core curriculum.
- Finance related to core running costs, loan repayments, budget deficits or endowments.
- Fundraising events, activities for private gain, or that result in profit being made.

8. Cost and Unit Cost

8.1 As with all public funds the principles of Best Value will be applied within the evaluation process. Further information can be found at:

8.2 The grants offered by RBG are to provide funding for the additional staffing element required to ensure a disabled child is able to access a club/activity and is not excluded due to their disability.

8.3 RBG is an Accredited Living Wage employer and is therefore committed to paying the London Living Wage to all paid staff, which is a requirement that we ask of all projects/activities funded by RBG. Further information on the Living Wage can be found at www.livingwage.org.uk

8.4 A disability specific project will demonstrate how they will use the grant offered by RBG to support the provision of the project/activity and provide the appropriate level of staffing required to ensure a disabled child is able to access a club and is not excluded due to their complexity of need.

ITEM NO: 5 (Appendix C)
8.5 If the project/activity is inclusive, open to disabled and non-disabled children and young people, then any funding secured through this grant process must be used to provide the additional support required to enable disabled children and young people attending to be included in that environment and not for any universal or mainstream element of the service. This also applies to any activities that include siblings of the disabled child/young person.

8.6 RBG expects the project to collect a parental contribution towards the cost of the service and a good service will show how this is applied. This could be from private income or the use of direct payments. The current rate for direct payments is £12.94 an hour.

8.7 To establish equity across the borough it is advised a parental contribution of at least £2.50 per child, per hour must be levied by the provider for the service. This is under the Outer London average hourly cost for a childminder (£8.83) or after school club (£5.32) Family & Childcare Trust: Childcare Survey 2018.

8.8 RBG advice is that the full costs of running the activity is available to reassure parents that their contribution is in line with activities available to non-disabled children/young people.

8.9 The provider is at liberty to have concessions available to cover extenuating situations, and it is advised that there is a clear criteria process in place to ensure transparency and clarity.

8.10 RBG anticipates that providers will collect a minimum of 66% of parental contributions.

9. Application process

9.1 Details of how to make an application can be found in the FAQ section in part 2 of the guidance notes. Applications for funding will commence on 1st November 2018 and end on 9th December 2018.

9.2 All applicants are encouraged to read part 1 & 2 of these guidance notes prior to completing an application for funding, taking note of the need within RBG and giving consideration to parent and children feedback to recent short breaks consultation sessions as detailed in this guidance note.

9.3 If we are unable to award the full amount requested for your project we may talk to you about how much we can award from the money available.
9.4 **Successful applicants will be required to:**

- Attend a mobilisation meeting in early February 2019
- Attend an annual review meeting (as a minimum) or upon completion of a project (e.g. school holiday scheme) or as detailed under the conditions of the grant applied for.
- Submit data monitoring in respect of common KPI outputs (process to be agreed & supplied in accordance with level of grant funding)
- Submit a report in respect of common KPI outcomes (template to be agreed & supplied in accordance with level of grant funding)
- Participate in the quarterly RBG SEND CYP Community Providers Forum
- Acknowledge RBG’s support in all printed and online communications in line with the communication guidelines that will be provided. All print and press release must be submitted to RBG for approval prior to release. Access details for disabled children and young people should also be stated on all publicity materials.

9.5 **Please note:**

- You must not make any commitment to spend the grant funding until you have been officially notified of the outcome of your application.
- Your project will be monitored by RBG and access to the project and any related services/activities must be granted.
Appendix I

RBG Children with Disabilities Service Eligibility Criteria 0-17 years

Summary of Eligibility Need

The table below sets out a summary of additional needs eligibility.

- If your child fits any of the descriptions in lines A or B then a specialist service short breaks service may be appropriate for your family.
- If your child fits any of the descriptions in lines B or C then a targeted short breaks service may be appropriate for your family.
- If your child doesn’t fit any of the descriptions in lines A, B or C then your family should be able to access short breaks from caring through mainstream or universal activities or services.

<table>
<thead>
<tr>
<th>Additional needs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Attends either a special school or pre-school for children with severe or profound learning difficulties or ASD</td>
<td>Attends a mainstream setting with significant support or a specialist provision. Likely has an EHCP</td>
<td>Attends a mainstream school or pre-school with some support. Likely receives SEN Support.</td>
<td>Attends a mainstream school or pre-school</td>
</tr>
<tr>
<td>Communication</td>
<td>Finds it difficult to express their needs and wants. This may include technological aids to support communication or those who use no formal language or system.</td>
<td>Uses a specialist communication system which those around them need to be trained to understand. They likely need 1:1 support in order to make their needs known.</td>
<td>Can express some of their needs, needs some support to check they understand/ are understood</td>
<td>Makes clear their needs, wants and wishes without support</td>
</tr>
<tr>
<td>Health</td>
<td>Has complex health needs that prevent them from participating in social and educational activities without</td>
<td>Has health needs that have a significant impact on their development and learning and requires daily</td>
<td>Has health needs that may limit their ability to perform everyday tasks, this can be managed by</td>
<td>Has a known controlled health condition which causes minor disruption to</td>
</tr>
</tbody>
</table>

ITEM NO: 5 (Appendix C)
<table>
<thead>
<tr>
<th>Emotional health and wellbeing</th>
<th>has severe challenging behaviours that impact on all aspects of their functioning or poses a significant risk to themselves or others</th>
<th>Has challenging behaviours that impact significantly on their life in the community and require specialist provision to enable their safety and wellbeing</th>
<th>Has frequent behaviour management difficulties that require advice and or support</th>
<th>Has behaviours that can be difficult to manage at times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendships</td>
<td>Needs intensive, specialist support to keep in touch or make relationships with others. Have extremely limited contact with children their age</td>
<td>Need constant support while with other children. Does not tolerate other children being near</td>
<td>Needs support of others to join in with activities or play with other children. Needs support for new environments or experiences</td>
<td>enjoys other children’s company. May not seek friendships but tolerates being near other children</td>
</tr>
<tr>
<td>Safety</td>
<td>Needs constant supervision and doesn’t perceive danger to themselves or others</td>
<td>Regularly needs greater levels supervision than other children of the same age, may seek out risk to self or others</td>
<td>Needs some supervision at times and has a limited perception of danger to themselves or others</td>
<td>Occasionally requires more supervision than children of the same age</td>
</tr>
</tbody>
</table>
## Appendix 2

### Summary of Provision and How to Access

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>How to access</th>
<th>Is an assessment needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>Activities available to all children and young people in RBG whether they are disabled or not</td>
<td>All disabled children and young people should have access to these services but may need reasonable adjustments to support their inclusion.</td>
<td>No</td>
</tr>
<tr>
<td>Targeted</td>
<td>Activities specifically suitable for disabled children and young people</td>
<td>Parents/carers contact a single referral point.</td>
<td>Yes, through a short breaks assessment.</td>
</tr>
<tr>
<td>Specialist and Specialist Overnight</td>
<td>Activities for disabled children and young people with the most complex needs who are unable to access universal or targeted provision</td>
<td>Due to their specialist nature, there is an assessment completed to determine level of need and most suitable provision. This can be done by the Disabled Children Social Work Team or the Mainstream social work service.</td>
<td>Yes, a statutory social work assessment</td>
</tr>
</tbody>
</table>
Appendix 3

Short Breaks 2019 Parent/ Carer Consultation

Below is a summary of the whole consultation process for Short Breaks 2019 undertaken by RBG with parents/carers;

A complete breakdown of parents/ carers comments is provided further in the document.

Summary of all responses

44 parents completed the survey monkey
16 parents attended face to face consultation events

Total allocation of where parents feel RBG should prioritise spending on Short Breaks 2019

<table>
<thead>
<tr>
<th>Weekend activities</th>
<th>After School activities</th>
<th>Transport</th>
<th>School holiday activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td>55</td>
<td>51</td>
<td>50</td>
<td>52</td>
</tr>
</tbody>
</table>

Top activities that parents choose: All forms of physical activity including swimming and football, horse riding, drama and life skills.

Top qualities that parents want to see in providers:

Providers have high aspirations for CYP

Staffs are trained and have DBS checks

Interesting and varied program of activities

Consistency of staff members

Providers spending time to get to know child/ young person and their needs

Themes arising from feedback:

More choice of providers

Inclusive sessions just as important as specialist

Importance of providers having the right equipment and being accessible including the times that sessions are put on.
Making friends is very important, parents felt that during activities/ clubs was the only social interaction their CYP had.

Collaboration between providers/ schools/ colleges and parents needs improvement.

**Hawksmoor Youth Club 3rd October 2018**

4 parents attended

- Primary needs of CYP parental attendance:
- Age range of CYP parental attendance: 10-14

Parents were asked to do some blue sky thinking about what activities they would like their child to take part in;

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking and experiencing new foods</td>
</tr>
<tr>
<td>Music including music therapy</td>
</tr>
<tr>
<td>Sessions with animals</td>
</tr>
<tr>
<td>Horse Riding</td>
</tr>
<tr>
<td>Lego clubs using Lego therapy approaches</td>
</tr>
<tr>
<td>Arts and Crafts</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Fitness and exercising</td>
</tr>
<tr>
<td>Football</td>
</tr>
<tr>
<td>Wheelchair sports</td>
</tr>
<tr>
<td>Social clubs (within age range and for those with a learning disability)</td>
</tr>
<tr>
<td>Homework clubs</td>
</tr>
<tr>
<td>Group sleep overs/ slumber parties</td>
</tr>
<tr>
<td>Swimming (with accessible facilities)</td>
</tr>
<tr>
<td>Girls only club (to have a space to talk about female only issues and di fun girl activities)</td>
</tr>
<tr>
<td>Tech activities</td>
</tr>
</tbody>
</table>

- Parents expressed the importance of children being able to have fun with friends and the need for a range of activities
- Parents expressed they would be happy to pay for additional services if they would benefit their child.

Parents were asked what would make them trust a provider to support their child:
• Professionals need to have heart in their delivery. They need to know what they are doing and love it!
• Understanding of the communication needs of our Children and Young People - Be able to explain activities to children especially using visual support. Providing information in enough time for those that need structure.
• Have respect for our children
• Vision - What do CYP want to achieve
  - Have outcomes/ goals
  - take the time to understand
  -believe in our children
  -Have aspirations
• Just work with us to understand our son’s needs and have patience to listen and understand him.
• Familiar staff
• Communication is the key
• Training of staff so they are effective; numbers alone will not do that. 1 to 1 where needed. And the trust that is built up over the years with a particular provider.

Ideally, they would need to have a connection with the school and see how other members cared for my child and how he responds to them. I would not let someone take my son out in public, for instance, the park, if they hadn't cared for him in an indoor environment.

• I am happy to leave my child in their care if I know the person, people, and know that they know my child’s needs
• Lots of communication
• A letter before the club starts and your child to meet there carer before they start. What your child is doing and going. So you know exactly who they are and there number.
• My only experience of provisions my son has accessed is through the clubs. The approach, details planning behind the scenes and striving for perfection of this gives me confidence.
• Through good communication.
• I’d like to meet key staff members in charge of looking after my son and see evidence they are qualified /CRB approved to work with children with disabilities. Also get feedback /review from parents who used the service before.
• By communicating with me every time and having a listening ear and not telling my child any bad words or do something bad in front of my child that the child can copy etc.
• Take the time to ask questions about your child and visit for a short
The provider has to understand my child's personal needs, his challenging behaviour, medical needs and be trained to administer medication.

By adapting to their individual differences and understanding them.

I would like to be allowed to attend one or two sessions with and/or without my child, to meet with staff especially the one(s) assigned to support my child. I would like them to be friendly and professional. Support workers ought to familiarise themselves well with my child’s profile. Where my child requires a 2:1 support and is accompanied to the centre by his carer, I would not want staff at the centre to discuss me and/or my child to the carer, nor ask them questions about how much I pay them or how they should cease working with my child because of his anxiety and challenging behaviour. I would like the provider to make me feel assured that any complaints/concerns that I put forward will be dealt with in an unbiased manner.

When the provider seems to understand my child diagnosis and introduces activities that work toward developing my child's abilities.

Staff to be fully trained. Help the service users and parents to meet with staff beforehand and parents to be able access a few sessions helping their child with the transition. Parents and siblings should be able to join in as well at some of the services provided out in the community e.g.: days trip, short breaks

One to one talk before so that we are confident that they know our child's needs and challenges as much possible.

Have shadow sessions from time to time when they've not been with the child with certain complexities

Parents need to be listened to and respected when making decisions and informed of everything along the way and parents need to feel in control in the care of their child

By showing an understanding of my child’s needs and that meltdowns are not necessarily bad behaviour to be punished by asking me to collect early.

Providers could allow taster sessions in which parents/carers could initially stay for a short period of time until full confidence is gained.

Home visit, sharing of information, introduction to staff who would be working with my child.

Have qualified trained staff, have ample amount of staff to be able to provide one to one support if required, transport facilities, infrastructure that is equipped for my child's interest as well as safety, session hours that make it possible for me to do my errands while the child is away.
- Get to know him very well first
- Employ by the local council through DBS check
- The institution service provision need to be reliable, certified by the local authority and a provision of tracking record of positive feedback from previous or current customer
- Safe and happy environment, with enriching activities
- Come into the school and spend time with the kids and get to see what they require
- Build up a relationship over time or free to choose person known by family
- The carer has to prove that he/she can meet the needs of children with special needs. Has to be fit enough and see what the child needs through the child's eyes.
- Someone my child knows
- Making sure he is safe and meets his needs and knows how to feed change and knows how to calm him when he gets upset
- By letting me know that my child would be safe very well looked after
- Offer a chance for the children to meet care givers prior to leaving them
- If they trained
- Proper background checks on staff and training

**Parents were asked to allocate money to each heading in terms of where they would invest local authority money.**

<table>
<thead>
<tr>
<th>Weekend activities</th>
<th>After School activities</th>
<th>Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Parent comments: educational trips, Opera, painting club</td>
<td>4 Parent comments: Could be in the community as well as taking place in a school.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School holiday activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Parent comment: Music</td>
</tr>
<tr>
<td>Sports</td>
</tr>
<tr>
<td>Fitness</td>
</tr>
<tr>
<td>Tech</td>
</tr>
</tbody>
</table>

AOB;

ITEM NO: 5 (Appendix C)
• Parents commented that they would like to see more services for children and young people with SEND advertised in RBG publications
• Parents commented that they do not receive the DCR newsletter even though they are on the register.

Short Breaks 2019 Parent/ Carer Consultation

Woolwich Town hall 9th October 2018

No parents attended: 12

• **Primary needs of CYP parental attendance:** ASD, Global developmental delay, complex medical needs, cerebral palsy, non-verbal

• **Age range of CYP parental attendance:** 5-19

Parents were asked to do some blue sky thinking about what activities they would like their child to take part in:

<table>
<thead>
<tr>
<th>More locations for horse riding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Cycling</td>
</tr>
<tr>
<td>Swimming (independent)</td>
</tr>
<tr>
<td>All types of sports</td>
</tr>
<tr>
<td>Disco</td>
</tr>
<tr>
<td>Trampoline</td>
</tr>
<tr>
<td>Roller Disco</td>
</tr>
<tr>
<td>Sensory gardens</td>
</tr>
<tr>
<td>Targeted groups</td>
</tr>
<tr>
<td>Life skills</td>
</tr>
<tr>
<td>Transitions (but not on school level as could cause conflict)</td>
</tr>
<tr>
<td>Support for parents to socialise – need a space to meet</td>
</tr>
<tr>
<td>Outdoor activities</td>
</tr>
<tr>
<td>Music therapy classes</td>
</tr>
<tr>
<td>Sessions for complex needs</td>
</tr>
<tr>
<td>Provide for all disabilities</td>
</tr>
<tr>
<td>Autism Café</td>
</tr>
<tr>
<td>Fun</td>
</tr>
<tr>
<td>Make friends</td>
</tr>
<tr>
<td>Singing</td>
</tr>
<tr>
<td>Anything if with the right provider</td>
</tr>
<tr>
<td>Activities to help achieve EHCP outcomes</td>
</tr>
<tr>
<td>Age appropriate</td>
</tr>
<tr>
<td>Dancing</td>
</tr>
<tr>
<td>Day trips e.g. zoo</td>
</tr>
</tbody>
</table>

ITEM NO: 5 (Appendix C)
Suitable times for sessions (mainstream)
ASD sessions
More for younger children
Special needs sessions at leisure centres/ activities

Parents were asked what would make them trust a provider to support their child:

Physically able to work with children
Must have appropriate skills/ training
More choice and variety of providers
More providers who accept direct payments/ private funds
Specialised staff where required
Flexibility
Lack of options for funding
Positive staff attitude
Consistency with staff so to build trust
Services need more publicity
Appropriate safe premises/ facilities/ equipment and adaptations
Experienced and trained volunteers – not just good will
Medical training and ability to store medication (epi-pen, suctioning etc.)
Registered with Ofsted and CQC
DBS checked
Positive reviews from other parents
Advance activity schedules

Parents were asked to allocate money to each heading in terms of where they would invest local authority money.

<table>
<thead>
<tr>
<th>Weekend activities</th>
<th>After School activities</th>
<th>Transport</th>
<th>School holiday activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

AOB:

ITEM NO: 5 (Appendix C)
• Parents commented that there is not enough choice in providers or activities for commissioned services
• Parents commented that some mainstream services offered SEND sessions that were at unsuitable times for example swimming sessions on a Sunday morning.

Survey Monkey responses

Parents were asked to allocate money to each heading in terms of where they would invest local authority money. Parents were asked to rank between 1-4 to show what they think is more important to them.

*numbers of parents who voted

<table>
<thead>
<tr>
<th></th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>7*</td>
<td>7</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>After school</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>School holiday provision</td>
<td>23</td>
<td>12</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Weekend activities</td>
<td>10</td>
<td>19</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

Parents were asked to comment on their choices above;

• Having some alternative holiday activities for my child would be of most benefit to us as a family and to increase my sons independence as well
• Holidays are such a struggle; transport is part of the experience and routine too.
• Holiday provision is of paramount importance us. My son needs opportunities to socialise and take part in supported activities with his peers; otherwise he becomes socially isolated and depressed, especially over the summer break. Because of his disabilities there are no other opportunities for him to access other mainstream schemes. We are not able to provide opportunities for him to do this as he needs the specialist support the previous schemes have provided. As a family we also need the respite these schemes offer.
• School holidays are the hardest to find things to do because it’s a large space of time to fill
• Personally we find length of holidays difficult. Want to do things with our other children. Weekends ditto plus good to have another structured day. Afterschool clubs 3rd because we are lucky to have cover to collect at 3pm. Transport last as we
live really close plus our boy hates transport and it is stressful trying to get ready on time.

- My son gets bored in school holidays and needs activities to make him happy
- Saturday clubs worked really well for us, it gave my son a chance to socialise and take part in activities that I can't manage to do on my own with him. This also applies to my second choice. After school clubs are too much for my son to take part in after his day at school, so this is not a priority. I put transport third because I can drive my son to and from school if needed.

- My daughter need to be in routine every day to keep her happy and calm, which stops if there is no school holiday clubs and half term clubs. I am single mum with two kids, why is very hard to keep my daughter active on my own. Clubs makes a massive difference in our lives. And transport is very important too , because my daughter is not able to travel by public transport, because of her needs

- School holidays are so long for my child. And I find it so hard at home with him. I cannot take him out on my own because I can't cope with him. So it helps him a lot to go club in the school breaks because otherwise he would be stuck at home. We need transport because my child cannot and won't go on public transport. Because will not cope. Weekend activities would help a lot because he would miss out a lot of activities. After school clubs help and encourage him in more activities.

- Holidays are a really difficult time for my child. Not having the consistency of going to a place of stable activities he finds so distressing and it to be frank sods up everything from his sleeping to eating. Trying to take someone with additional needs anywhere in public can be a frustrating and scary time, the risk of them having a melt down and members of the public at the least staring is horrible to the worst fear calling the police and having the thought of them intervening is petrifying. Staff should be creative in their thinking of places and planning takes all this away for not only the young person but parents. After school club gives the young person a social life outside of school which they don't have. It's fun just a fun time for the young person and has given me a chance to continue to work and not be dependant in the benefit system.

- After school clubs and transport can be essential for working parents.
- Meets our specific needs
- It would be most beneficial to have a short break during school holiday.
- I choose after school break as my first choice because I believe children should be given a short break after school to burn their energy before going home.
- The holidays are the time when I most appreciate having short breaks provided. Also my child really enjoys attending sessions and benefits from it. Transport is not so important, as I drive and can take her to places.
- It gives them independence and safety being able to travel by bus by themselves.
- My child suffers with anxiety and challenging behaviour and dos not tolerate travelling on public transport. He is very active and needs to be out often as being
indoors makes him bored and can trigger negative behaviour and challenges. He doesn’t like getting ready early on Saturday mornings as this probably reminds him of weekday school routines.

- I like to spend a quality of time with my child in the weekend, after school club is more important as my child get to learn more and gain new skills without me in a safe familiar environment. Again holiday are vital as all children services and parks are full and not designed for children with SEND. Special holiday activities are very much needed to survive the holiday.
- Transport is important especially to access activities in the community. Parents might more than one disabled children or other younger siblings or no access to transport. Most service users are not able to use public transport dues to their complex needs. Services need to easier to access this way.
- My husband and I work so whilst so we have much needed time to catch up. The main reason though is because v hard to engage our son at home, he benefits greatly to be with his peers and independent from family. The same with holiday schemes
- It’s always hard to get help during holidays and weekends for working parents. After school and transport is a lot easier to arrange that longer term care
- There are currently no places you can take a complex needs child to for them to enjoy as well as give breaks to parents caring for them
- It's good to be able to access activities over the weekend
- Weekend activities would be better suited, my child would require transport to be able to attend these activities due to their disability
- Covering school holidays is difficult for parents. Having transport is important as we do not have access to a car and having a child with special needs makes it difficult to access public transport.
- Good for the child and parent to have support during holidays and over the weekend
- There are few clubs that our disabled son is able to attend
- I want holiday free activities pick up and drop off
- Children have routine within their school environment, which makes it difficult for family to keep up during break period, therefore organised weekends activities can be very good for the children
- Respite for holidays & weekends is so helpful
- Transport I feel is vitally important for the children. Also the holidays can be long and kids tend get bored easily so would be my 2nd choice.
- More weekend offerings would benefit other siblings quality time with parents.
- Children and parents need socialise and fill as a part of community by getting engaged with other people. Is difficult to make friends when you have child with special needs that why we need more activities to be organised
- It will help with my son
- Gets bored easily
Because there is hardly anything for my child in the Borough.
Because of health difficulties affecting my mobility it is very difficult for me to take my son out.
I find it difficult to find activities, especially exercise based that my child can access
I think my child needs to spend more time in community activities
I get no break at the weekend or holiday if there are no clubs. More spaces are needed
Holidays are the pressure points. Would like to have access to many more “things to do” mainstream and specialised so that long (getting longer plus all the inset days) holidays don’t tip us all over the edge

Parent were asked to describe their child's perfect short break;

- Being collected by bus, day at beach with their friends.
- Having fun activities to do outside the home and away from the parents!
- Lots of interaction/socialisation with peers in the community, supported fun and varied activities tailored to his needs, provided by caring, knowledgeable and supportive staff
- Transportation somewhere then food
- Cycling climbing (trees) trampolining most activities; sailing kayaking travelling. But he himself would not be able to tell you
- Out on fun day out with friends
- Being around friends and adults that he can talk with. Doing activities such as football and other ball games and just simply being part of a group and doing stuff such as going to the park together.
- Keeping her routine, with being active. For example, after breakfast, bus is collecting her, going on day trip, on a rainy day a pay day in, music activities and being out with friends and people who she knows. But most important to meet new people, see different things, than 4 walls at home
- Lots of activities to keep them occupied
- He loves going out doing lots of activities and helping him mix with he's peers and other children.
- A day doing something fun with people who don't judge or are so stressed thinking about what others think a day where they've been thought about from the off to the end.
- Exciting opportunities experienced with peers.
- Lots of exciting activities Time to chill out with friends
- It would involve wheelchair-accessible interesting activities: funfair visit, open day at fire fighters’ or ambulance station, football match (with possibility to meet the players & try kicking football), London Eye ride etc.
- Doing something fun. Being able to get a space at commissioned providers services
Able to go out in the community, visit places, enjoy himself and have fun with a group of his friends

A place where there is a lot of different scenery and environments like trips to Brighton, Margate, Southend etc.

With small group of children for few hours, doing art and craft with occasional movements or even a physical activity with few complicated instructions.

To be able to go out and access services out in the community and be supported by trained staff members. To be around peer groups and build friendship. To give siblings access to the services too. I find that Siblings are always left out so this will a great opportunity to meet other young/carers in their situation and also be role model to the service user from mainstream settling

Spending time with others on transport. Ending up at a theme park or on a train or something to do with water!!

Combined relaxation as well as stimulation activities

One to one support to give them individual help and support

Somewhere I can learn new skills, have fun and make new friends.

My child would be extremely happy to be out in the community, so long as there is provision for transport.

Plenty of activities to include movement and dance and opportunities for physical outdoor play as we only have a small garden.

Activities involving outdoor areas, parks, soft play sensory room etc. It would be perfect if he could have one to one support throughout with meaningful adult interaction to help him access the entire experience

Holiday

We cannot tell, but we can see when she is happy, she enjoys their organised school trips, she enjoys using the slide and the pool

Lots of fun trips in the community, creative & sensory play

A trip to the beach/seaside.

Not too far from home and familiar staff

If child had a access to everything he like to do

Lots of activities

Things he likes that would be perfect would be sensory room places that light up

It is very fun and I made new friends

Probably going somewhere fun.

Lots of fun and lots of food, lots of other children to play with

relaxing and away from home

Time spent with their friends trying new things or doing their favourite things

With other young people same age not just SEN - active fun, trips and new things to experience. Complex needs so lots of support so can join in everything as far as possible
Parents were asked what RBG could improve on within short breaks—this is listed by most popular

<table>
<thead>
<tr>
<th>Types of activity</th>
<th>%</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of activity</td>
<td>72.09%</td>
<td>31 parents</td>
</tr>
<tr>
<td>Session times</td>
<td>46.51%</td>
<td>20 parents</td>
</tr>
<tr>
<td>Staff ratios</td>
<td>34.88%</td>
<td>15 parents</td>
</tr>
<tr>
<td>Communication/ publicity</td>
<td>30.23%</td>
<td>13 parents</td>
</tr>
<tr>
<td>Location</td>
<td>27.91%</td>
<td>12 parents</td>
</tr>
</tbody>
</table>

Comments:
- Don’t always get to hear about the options available. And there is not always the choice that would be suitable.
- Could be longer if they are collect at 9-10 then dropped home at 2pm gives little time to take siblings out far for quality time.
- Longer session times in the summer holidays - 2 weeks is not enough. Also more provision over Easter break and half terms.
- To be honest, I don’t think there is much to improve. The short Breaks we received was amazing.
- Would like to tick all but realistically we would make the effort to tie in with times and locations as long as they were safe.
- I feel there are not enough staff to support these activities.
- More sessions in the holidays for our children to attend, it seems that there is a shortage of staff to be able to provide this. I am confident with leaving my son with a provider that knows my son well. So that puts my mind at rest.
- More was thinking not the Times, but more chance of days to use the short breaks.
- So they can experience different activities.
- The activities should be for each child’s ability.
- As a parent it’s only by chance you get to hear about what’s going on to be honest it’s never been the LA who have told us about the clubs or activities. A provider has done it’s always been by chance through knowing other parents whose children have gone.
- More opportunities for children who need higher staffing ratios such as 1:1.
- Don’t know what else is on offer.
- My son hasn’t been on a short break yet so I can’t comment on the provision—would be good if there was something for him on Monday or Friday after school + some weekends.

ITEM NO: 5 (Appendix C)
• More activities should be introduced to the short break to attract more families and more communication and awareness should be improved on.

• Having more sessions available. She gets a block of Saturdays every now and again. It’s not easy having a child with ASS not knowing when she can next go.

• It would be wonderful if they could increase the time they end the sessions. Able to inform parents or communicate with parents.

• It enables them to have options and more opportunities

• I would like to be consulted more often and be made to know what’s happening at all times with regards to short breaks and activities for my child. It would be more beneficial for my child and family if I could have a say in the kind of staff that are assigned to my child on the day, as there have been times when he’s come back home behaving in a more anxious and agitating manner. This puts a lot of pressure and stress on my family as he is non-verbal and so we have to try and figure out with a lot of difficulty as to what might have happened while he was out there on the short break. Also, it would be great for the hours to be extended so I could spend more time with my second child who suffers with a severe medical condition.

• To design activity for targeted children, which mean not all disabled children have the same needs. Children with ASD and learning difficulties need big spaces, well trained staff and special resources. Not only a room with wheelchair ramp and play assistant.

• Activities should be community based with lots of opportunity for physical play. Family trips, outings and holidays away – with a provider who can provide staff and volunteers. Provides resilience, opportunity for families to do fun things with support,

• I feel not enough type if activities around for those on the more severe end if the disability spectrum

• The allocated time is usually cancelled due to staff and most times never rearranged

• The amount of times is very important as well as one to one support to children with complex different needs

• Not many people know how to access short breaks or whether they are entitled to access them.

• It would be good for there to be a wider choice of places to visit and to allow families to accompany children on occasion.

• Wider activities would require more staff.

• There are hardly any viable choices for varied levels of special needs in the borough and most lack the quantity and quality of staff required to meet the children's needs

• My child needs a 1to1.

• Visit to the theatre or Lego land.

• Specialist staff recognised the need of the children and They are in better position to provide some good time to the children therefore children with special need can be
difficult to manage, indeed a good number of staff need to be allocated for a certain number of children

- Would be good for the kids to try something they wouldn’t normally do.
- Better facilities and qualified staff
- Is important for child to experience and try different things in life
- Different activities
- So gives more options what the kids likes
- Activities must be tailored to the needs of the children and age appropriate
- There aren’t enough things for disabled children in west Greenwich.
- My child will benefit from support from the service provider and also not to travel long distance
- You missed an option. Number of spaces available for specialised schemes. There isn’t enough.
- More info needed and mainstream providers need to offer more for SEN so that we have more choice and stay nearer home