**Call Off Process and Paperwork for Short Breaks Provider Panel**

**Call Off Request**

**Individual Service Request**

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| In respect of Lot |  | Geographical Delivery Area | Station Town |
| Date of Request | 17/01/2020 | Response Deadline | As soon as possible |
| Proposed commencement date | ASAP | Proposed end date | Ongoing |
| Child Initials and Party ID | TW 717767 | Gender | Female |
| D.O.B. | 03/10/2011 | Social Worker | Frankie Wilson |
| Ethnicity | White British | Responsible Team | Children’s Disabilities 0-18 Years |

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| **Term Time** | | | | **School Holidays** | | | |
| Number of identified hours for Short break | 4 hours | Frequency (monthly)  Term Time | Weekly | Number of identified hours for Short break | 8 hours | Frequency (weekly holiday time | Weekly |
| Please state if school holiday provision is in addition to term time provision or instead of:  In addition to. | | | | | | | |

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| 1:1 staffing | **X** | 2:1 staffing |  |
| Transport required | **X** | Adapted Vehicle required |  |

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| Over-view of young person/ family | Please see below. |
| Family/ home situation | TW lives in Station Town with her parents and three younger brothers. She has a good relationship with her maternal grandmother who she sees on a daily basis.  The family have lived in Station Town for a long time; they are settled here and have no plans to move.  TW’s parents appropriately meet all of her care needs.  TW has her own bedroom at home which provides her with a safe sleeping environment. |
| Needs of young person | TW is an 8 year old girl who has a diagnosis of Autism Spectrum Disorder (ASD) and a learning disability. TW functions developmentally around the age of 18 months.  TW is generally fit and well. She is doubly incontinent. She is also a non-verbal communicator. She has just started learning to use PECS to support her communication needs.  She is fully reliant on others to meet her care needs and she has no awareness of danger.  TW can display challenging behaviour at school, although parents state that she does not do this at home. TW has had a settled period at school for a number of months but recently she has taken all of her clothes off on a couple of occasions and urinated on the carpet. She will then roll in the patches on the carpet where she has urinated. She also smears faeces.  TW sometimes tries to put her hands up professionals’ tops and skirts/dresses and will try to put her hands down the nappies/pants of other children at school. She also puts her hands down her own nappy and sniffs her fingers; this is thought to be sensory seeking behaviour. LD CAMHS and Occupational Therapy are involved with TW and are working alongside school to try and replace this smell and develop strategies where TW can get sensory feedback in a more appropriate way.  TW is not known to display any violent behaviour. |
| Hobbies and interests | TW really likes swimming and playing on her iPad, although she will bite through the screen and break it. She is good at learning games and has a very good memory.  One of her favourite things to do is play with slime putty but parents have to supervise her when she plays with this as she will try to eat it. She really enjoys watching videos of slime putty on YouTube.  She enjoys playing with sensory toys including her bubble lamp.  She likes to be outside and enjoys going to the park and playing on her electric motorbike.  She also loves going out in the car but needs to be watched closely in case she tried to take her seatbelt off. |

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| **Over-arching Outcome** | | | |
| *Improvement in family health at case closure / de-escalation.* |  | *Everybody has the opportunity to have the best health and wellbeing throughout their life, and can access support and information to help them manage their care needs.* | **X** |
| *Improvement and management of a mental health condition at case closure / de-escalation.* |  | *Everyone enjoys physical activity and feels secure.* |  |
| *Parents and children have improved family relationships at case closure or de-escalation.* |  | *People are protected as far as possible from avoidable harm, disease and injuries.* |  |
| *Improvement in parental wellbeing at case closure or de-escalation.* |  | *People are supported to plan ahead and have the freedom to manage risks the way that they wish.* |  |
| *Improvement in child’s development including physical social and emotional development at case closure / de-escalation.* |  | *People are able to find employment when they want, maintain a family and social life and contribute to community life, and avoid loneliness or isolation.* |  |
|  |  | *When people develop care needs, the support they receive takes place in the most appropriate setting and enables them to regain their independence.* |  |
|  |  | *Carers can balance their caring roles and maintain their desired quality of life.* |  |

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| **Individual Outcomes to be achieved** | **Provider Response – how will these outcomes will be achieved?** |
| To implement routines and boundaries that enable TW to develop and maintain appropriate behaviours. |  |
| For TW to experience a variety of structured and directed community-based activities. |  |
| To promote TW’s independence, communication skills, practical skills and social development. |  |
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| **Type of short breaks which will be delivered to achieve outcomes**  **Provider to tick as many as appropriate** Half day = 3hours Full day = 6hours | | | | |
| Specialist COS from the home 1:1 sessions blocks below 3 hours | Specialist COS from the home (1:1) session blocks above 3 hours | Specialist COS from Providers base (1:1) | Buddy Services from the home (1:1) session blocks of below 3 hours | Buddy Services from the home (1:1) session blocks of 3 hours or above |
| Specialist COS (2:1) session blocks below 3 hours | Specialist COS (2:1) session blocks of 3 hours and above | Specialist COS (2:1) from Providers base | Group based Breaks Standard HALF DAY | Group based Breaks Standard FULL DAY |
| Group based Breaks Specialist Support HALF DAY | Group based Breaks Specialist Support FULL DAY | Group based Breaks 1:1 Support HALF DAY | Group based Breaks 1:1 Support FULL DAY | Group based Breaks Specialist Support HOURLY |
| Family Activities Hourly Rate | Family Activities HALF DAY | Family Activities FULL DAY | Transport - Adapted Vehicle HALF DAY  Transport Adapted Vehicle FULL DAY | Transport Mileage |
| Please provide any additional comments in relation to the proposed service(s): | | | | |

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| Will there be any additional funding required from families to take part in the short breaks e.g. entrance fees etc. If yes, please give details. | |  | |
|  | Individual requirements  *(to be completed by DCC)* |  | Can these needs be met and how?  *(to be completed by the Provider)* |
| Communication needs (e.g. BSL, Makaton, PECS etc) | TW is non-verbal and struggles to communicate her wishes and needs to those that care for her.  TW has recently started learning to use PECS and is making good progress with this.  She needs carers who are familiar with her needs and behaviours to pre-empt and understand her communication methods. | Y  N |  |
| Physical care needs |  | Y  N |  |
| Specialist equipment required |  | Y  N |  |
| Medication Needs |  | Y  N |  |
| Named child training required |  | Y  N |  |
| Other issues (e.g. aggression, risk, substance misuse etc) |  | Y  N |  |

**We agree to provide the services detailed above under the contract Provider Panel for Short Breaks to meet assessed need (Pro Contract Ref DN264087)**

Signed by Provider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Durham County Council \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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