

# Disabled Children's Services Personal Budget Support Plan - Example

September 2016

EXAMPLE

## The personal budget support plan - Part 1

Name of Child.....Amelia Smith

Address...Sunny Cottage, North Yorkshire

**Date of Birth**.....24<sup>th</sup> January 2004

**Who helped write this plan**... Mum Sally Smith, Brother Nathan Smith, Social Worker Harriet Jones and Teaching Assistant Mary Walker

### About the child

Every child has qualities and makes a contribution to others (through their smile for example). Write down the child's, friendships, gifts, skills hobbies, interests and what the child enjoys doing.

#### Who am I?

13 year old 'grumpy' teenager with autism, she has a dry/wicked sense of humour, a lovely smile, she knows her own mind and is maturing into a young lady **Sally's view (Mum)**

'My life is important, my bedroom, my TV and bathroom, all my family are important to me Grandma and Grandad, Nathan. Support I get is important it teaches me how to look after myself, it helps me, it helps me talk, and Mary is the best person for support! I am happy with who I am' **Amelia's View**

#### Hobbies, interests and passions:

Music- One Direction, Little Mix. Reading. Eating out. Word searches. Having her nails done. Ipad. Bowling Wii **Mum**

#### Amelia's View

'Listening to music, all music, mostly 1D, pets- cat and dog, staying inside, like it when its quiet, watching TV'. **Amelia**

#### Gifts/Skills:

Reading, computers. Making people laugh and smile. **Mum**

'Good at school, reading, good at making the bed sometimes, cleaning the table'. **Amelia**

#### Community places I go now:

Bowling, cinema, dog walking, park, zoo, eating out, boat trip, stately homes.

#### New places I could try:

Music concerts, dancing

### What's working well in life now and not working?

Write down what's going well in life that needs to continue and what isn't going so well and needs to change.

Working Well	Not Working Well
School- doing well, making progress. Good Behaviour Very popular.	Haircuts, cutting nails, teeth. Morning routines are difficult
Buddy Up group- getting to try different places and spend time with my friends who live locally.	Support with Polly is no longer working Amelia is sad and still asks about seeing her.
3 hours a week Direct Payment to help Sally take Amelia swimming	Amelia's anxieties and in turn behaviours can be difficult to manage.
A regular stay at grandparents	Balancing the needs of Amelia and Nathan at home
Sally feels that direct payment support is essential in allowing her and Amelia 'time out' if things get difficult	Amelia is not practising her independence skills at home, she can do more at school or in her groups.

### How is the child involved in this plan and what are their views?

Amelia's views have been expressed through a familiar member of staff at school with whom she has a positive relationship. (Mary)

Amelia would like to do more dancing.

Amelia misses Polly (support worker) and is sad that she no longer sees her.

Amelia loves her family and likes being at home and in her room.

## **What is hoped that the plan will achieve in the next year?**

Write down a clear, short description of what the plan hopes to achieve

1. Amelia to be supported to manage her anxieties better
2. Amelia will be supported to get ready for school and learn the skills to do her teeth and hair.
3. Amelia to practice her Independence Skills at home
4. Amelia will learn some good dance moves!
5. Amelia will spend more time with her friends
6. Sally will have time for herself, and to spend with Nathan

## **How will the child's needs be supported?**

While remembering the child's gifts, interests, skills and qualities write down what support is needed and when and how it is to be provided. Write down who will provide this support or help – for example, from family, community activities, friends or paid assistants.

Grandparents will continue support with Amelia and they will try to encourage her to use her independence skills.

Direct Payment staff will support Amelia to attend activities she enjoys including a dance class.

Sally will do a positive activity with Nathan every week, while Amelia is busy at one of her activities.

Amelia will go to Buddy Up group and enjoy activities with her friends

A family support worker will get to know Amelia and work with her at home to improve her skills at getting ready in the morning

Professionals working with Amelia will look at her anxiety and behaviour to see if anything needs to change with her support. She has a Positive Behaviour Plan, but it may be out of date now.

**What do people need to do to make this plan happen?**

Write down who needs to do what, when to make the support happen (for example if you have written in the last question that the child will go to a music class once a week, who will contact the dance teacher to get the ball rolling and when will they make the call?)

Action	Who	When
Time limited family support work at home to help Amelia with her independence skills and morning routine	Harriet (social worker) will arrange this	As soon as possible
2 x direct payment hours will be used for Sally to spend time with Nathan each week while Amelia does an activity	Sally (mum) and Nathan (Brother)	Starting next week
Sally and Amelia will continue to go swimming once a week with support 2 hours direct payment	Sally (mum) and direct payment support worker	Ongoing
2 x direct payment hours will be used to support Amelia to go to a dance class	Sally (mum) will contact dance studio	Next week
Amelia's Positive Behaviour Plan needs to be reviewed by all professionals working with her	Harriet (social worker) will contact professionals in health and education	Tomorrow
Amelia needs to say "goodbye" to Polly her former direct payment worker.	Sally (mum) will ask Polly to visit Amelia.	Tomorrow
Sally (mum) will use the hours while Amelia is out to relax and see her friends	Sally (mum)	Tomorrow
Amelia will continue to attend Buddy Up group - her place will be renewed	Harriet (social worker)	Tomorrow
Grandparents will continue to look after Amelia one night a month. They will encourage her independence and positive behaviour	Grandma and Grandad	Ongoing

**Part 2**

**How do the family want to manage the personal budget?**

Options	Useful information	Record below how support is to be managed by the family
Direct payment	The family control the funds and are required to open a separate bank account	
Direct payment managed account	In certain circumstances where a family have significant difficulties a direct payment account can be managed by an independent organisation	
Package managed by North Yorkshire County Council	North Yorkshire County Council arrange and pay for the support and services	
Mixed package	A family can decide to manage all or some of their personal budget	Mainly direct payment, but Amelia will attend Buddy Up and have a Family Support Worker for a while

**How did the family reach this decision? Was the young person involved?**

Sally, Nathan and Amelia discussed this with Sally and Mary. Sally will talk to Grandma and Grandad about their part in this. Amelia was fully involved.

## Financial Summary

Up to date information about the cost of services and acting as an employer is on the Disabled Childrens Services (DCS) web pages: [www.northyorks.gov.uk/dcs](http://www.northyorks.gov.uk/dcs)

### Section A - money in

DCS indicative budget	Any other money to be factored in e.g. funding from health	Total money available (Section A total)
£5,000	£ nil	£5,000

### Section B - money out

Managed by North Yorkshire County Council	Unit Cost	Number of units		Total unit cost x number of units
Childrens Resource Centre				
Foster placement				
Outreach				
Group work	£ 103 per session	10		£1030
Day services	£			
Transport	£ per journey			
Agency				
Other				
Other				
Managed through a direct payment	Hourly rate	Number of hours per week	Number of weeks needed	Total
Agency	£			
Employing a personal assistant	£9.00	6	52	£2808
	Per week	Per year		
Insurance	£2.60	135.20		£135.20
Payroll	£6.00	312		£312
Managed account charges				
Pension payments				
Training				
Equipment				
Other				
Other				
<b>Section B total</b>				

Section A total	£5,000
Section B total	£4285.20
Balance	£714.80

**Signature below of parent and child/young person**

This is the plan for the child/young person and I am happy for it to go forward for consideration for approval

Parent/carer (sign here).....Date.....

Child/young person

**Signature below of Social Worker/Care Co-ordinator**

Worker.....Date.....

**Signature below of Locality Team Leader**

I have read this plan and agree that it meets the child's needs well

Locality Team Leader (signed)..... Date.....

**What will happen next?**

- Once the support plan is complete submit your plan to the social worker for approval.
- The decision maker who is usually the social work team manager considers the approval of your plan.
- If there are issues with your plan the social worker may talk again with you and suggest changes.
- This support plan will be attached to your child's plan on the local authority's electronic record.
- If you are unhappy with either the changes proposed or think the funding is not enough to meet your child's needs then an opportunity will be made for you to talk this over with your social worker and the decision maker.

**Please return your plan to:**