

Attachment 3

# **Middlesbrough Service for Children with Disabilities**

Individual Budgets  
Procedures and Documents

April 2013 – March 2014

## 1. Background

Individual Budgets change the way services work with families. Instead of a family being provided with a service, a budget is identified (using an agreed resource allocation system) and then work with the family takes place to plan how that budget can be used to meet the child's and family's needs. This can be by purchasing existing services or by developing new and imaginative ways of using the money.

Middlesbrough is one of a growing number of local authorities across the country working with an organisation called 'In Control' to explore how Individual Budgets can be provided to families.

Gerry Kelly from In Control undertook an independent review of the work in Middlesbrough and his report, *'Making a big difference: Introducing individual budgets and self-direct support to disabled children and their families in Middlesbrough'* is available on the In Control Website.

Government findings on Individualised Budgets in the form of The Green Paper, *"Support and aspiration: a new approach to special educational needs and disability"* was published and refers to the work which has taken place in areas such as Middlesbrough:

*"The children's individual budget pilots have given parents control over funding for elements of their child's support". (2.29 p.47)*

The Green Paper clearly indicates that the development of personal budgets for families is viewed as the way forward:

*"We want to build on the positive experiences of these pilots and extend the scope of what can be done". (2.31 p.48)*

Amendments have been made to the Resource Allocation Tool and to the process in order to ensure that Individual Budgets can be provided to an increasing number of families, working first with older young people and eventually rolling them out to all children and young people.

If you or the family you are working with would like more information about Individualised Budgets, please ring 01642 579167 for a copy of the *'Short Break Support through Individual Budgets'* information guide.

## 2. The Process for Setting up an Individual Budget

- Families will have a new or current assessment by a member of the Disability Team, or Transitions Team which concludes that the child/young person meets the criteria for a medium to high level of short break support. (see Middlesbrough Short Break Service Eligibility Criteria)
- Families who need a low level of support can apply directly for a small individual budget. (see Direct Application for a Short Break Service)
- The family will complete a RAS (Resource Allocation System See Appendix I) with a member of the team and another professional who knows the child well.
- The team member, other professional and the family will calculate the budget as described in the Resource Allocation System.
- The team member and the family will complete a plan using the Planning Template – See Appendix II for template, and Appendices III and IV for examples of possible plans. (Appendix III gives an example of James whose parents wish to be fully involved in planning and managing the budget - Appendix IV gives the example of Amy whose parents do not.)
- The plan will consider what is important for the child/young person and the family and what outcome is to be achieved. It will use information from any assessment including initial assessment, carer's assessment and any person centred planning activity.
- The plan, once agreed by the worker, the child and the family, will be referred to the Resource Panel, with the RAS and the most recent assessment, for agreement.
- The plan agreed with the family will state clearly the amount of money available, how the money will be spent and who will take responsibility for each area of spending. It must be clear how the plan will meet the objectives identified in assessments.
- Once agreed, the family and the worker will ensure that the plan is followed. Regular reviews must be held – the minimum review period is 6 months but often an early review is useful to deal with any difficulties.
- The worker and the family can agree minor adaptations to the plan. It is intended that the family will be able to have a degree of flexibility.
- Any major change to the Plan should be referred back to the Resource Panel. If there is any doubt, the family must contact the worker who helped to write the plan.
- Where the Plan includes a "Direct Payment" element, this will be organised as for any direct payment (please see Direct Payment Information Guide for more information). This will include a separate bank account being set up. Payments will usually be made every 4 weeks. Exceptions to this can be made when a "one off payment" may need to be made - for example to purchase membership of a gym/season ticket etc.

- If the family would like to use a new short break service it is important to check that the necessary checks have been carried out – if in doubt please discuss this with the Short Break Facilitator or Michael Robertson (Monitoring and Review Officer).

If the plan includes a new vendor it is important to make sure that they have been through the necessary DBS checks and that they are set up to be paid.

Please see the <http://mcintranet> (please note you will need to cut and paste this link into a new website to view), SAP Finance Processes, Purchasing Forms, MB\_MM\_001 Vendor Form

**Middlesbrough Service for  
Children and Young People with Disabilities**

**Individual Budgets**

**April 2013**

**Resource Allocation System (RAS)**

**Name of Child/Young Person** .....

**D.O.B.** .....

**Name of those who completed this document:**

.....

.....

.....

.....

**If the Child/Young person was not part of this process please explain why:**

.....

.....

.....

**Date:** .....

## Support for children and young people

This Resource Allocation System (RAS) is used to work out the amount of support a child or young person needs and is based on the five outcomes identified in Every Child Matters.

When completing this RAS, you will need to think about how much more support this child or young person needs compared to a child or young person of a similar age.

### Notes:

- It is not an assessment or a self assessment. It is a way of allocating an individual budget, which can then be used to deliver personal support.
- The RAS should be filled in where possible with the child/young person and those who care for them, working with the social worker and another professional who knows the child well. They should discuss and agree the point score in each area. If an agreement can not be reached, the worker should attend Resource Panel for advice.
- To ensure accuracy, the RAS should be completed 'as if there was no paid support' already involved in supporting the child or young person.
- Each question starts with a positive outcome as a statement of what support should focus on. The intention is to indicate how much support is needed to enable this positive statement to be as 'true' as possible for the child or young person.
- Where you are clear that a statement does not relate to the child in any way, simply score '0'. This might be true for example with the question around illegal drugs.

**Important:** There is no expectation that a child or young person will score in every question or that every question will be appropriate for every child or young person.

The score achieved will reflect the amount of support a child/young person needs.

- A child/young person who does not need any more support than a child of a similar age will score 0 points.
- A child/young person who needs some additional support will score around 100 points.
- A child/young person who needs considerable extra support may score over 200 points.

The three columns:

<p><b>No more support than any child/young person of this age might need</b></p>	<p>... indicates that the child or young person needs no more support than any child/ young person of this age. All children are cared for by parents/ family/ carers and the level of support is dependent upon their age and the circumstances in which they are living. A young child requires more support than an older child and a child who, for example, has recently had a bereavement or some other loss or serious event may require more support for a time.</p>
<p><b>Some additional support</b></p>	<p>... indicates that the child or young person needs some additional support. This might be for a period each day, or for longer periods several times a week. It means that the child needs more support than another child of this age in the same circumstances.</p>
<p><b>A lot of additional support</b></p>	<p>... indicates that the child needs specialist and substantial support. This might be frequently during the day, every day, and may involve skill and expertise by the person providing the support.</p>

The Family area offers a simple way of acknowledging the support a family is able to offer their son/ daughter or the child or young person they are looking after.

<p><b>No more support than any family with a child/young person of this age might need</b></p>	<p>The family is able to support the child. There is no need for additional support.</p>
<p><b>Some additional support</b></p>	<p>The family is able to support the child or young person, however to continue to do this will mean they need some additional support.</p>
<p><b>A lot of additional support</b></p>	<p>The family is unable to support the child without specialist and substantial support. Without this support, the family will not be able to offer a safe and healthy home life to the child.</p>

# 1. Be Healthy

A. To be as fit and healthy as I can be, I need:

\_\_\_\_\_ 0                      1      2      3      4      5      6      7      8      9 \_\_\_\_\_

No more support than any child/young person of this age might need	Some additional support	A lot of additional support
--------------------------------------------------------------------	-------------------------	-----------------------------

B. To be a relaxed and happy person who doesn't get easily stressed or worried, I need:

\_\_\_\_\_ 0                      1      2      3      4      5      6      7      8      9 \_\_\_\_\_

No more support than any child/young person of this age might need	Some additional support	A lot of additional support
--------------------------------------------------------------------	-------------------------	-----------------------------

C. To know about close and loving relationships and about appropriate and safe sexual relationships for my age, I need:

\_\_\_\_\_ 0                      1      2      3      4      5      6      7      8      9 \_\_\_\_\_

No more support than any child/young person of this age might need	Some additional support	A lot of additional support
--------------------------------------------------------------------	-------------------------	-----------------------------

D. To have a good diet and take exercise like children and young people of my age, I need:

\_\_\_\_\_ 0                      1      2      3      4      5      6      7 \_\_\_\_\_

No more support than any child/young person of this age might need	Some additional support	A lot of additional support
--------------------------------------------------------------------	-------------------------	-----------------------------

E. To be safe from illegal drugs and alcohol, I need:

\_\_\_\_\_ 0                                              1                                              2                                              3 \_\_\_\_\_

No more support than any child/young person of this age might need	Some additional support	A lot of additional support
--------------------------------------------------------------------	-------------------------	-----------------------------

Total Score Be Healthy =

## 2. Stay Safe

A. To be safe and enjoy the company of the people I know and who care for me each day, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7                      8                      9 _____</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

B. To enjoy taking some risks so that I can grow and become more independent, I need:

<p style="text-align: center;">_____ 1                      2                      3                      4                      5                      6                      7                      8                      9 _____</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

C. To be safe with the people I know and not to be called names, upset or bullied, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7                      8                      9 _____</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

D. To be safe and not to worry about crime or people shouting or being aggressive, I need:

<p style="text-align: center;">_____ 0                                              1                                              2                                              3 _____</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

E. To be safe where I live, with the people who live with me and care for me, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7 _____</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

**Total Score Stay Safe =**

### 3. Enjoy and Achieve

A. To get ready for school, I need:		
No more support than any child/young person of this age might need	Some additional support	A lot of additional support

B. To get the best out of school every day and enjoy being there, I need:		
No more support than any child/young person of this age might need	Some additional support	A lot of additional support

C. To feel that I am learning new things at my own pace each day, I need:		
No more support than any child/young person of this age might need	Some additional support	A lot of additional support

D. To enjoy free time, and learn how to spend time with others, I need:		
No more support than any child/young person of this age might need	Some additional support	A lot of additional support

E. To learn the things I need to help me enjoy life and do the things I want to do, I need:		
No more support than any child/young person of this age might need	Some additional support	A lot of additional support

**Total Score Enjoy and Achieve =**

#### 4. Making a Positive Contribution

A. To be able to express my self and be able to tell people around me what I want and what I think about things, I need :

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7                      8                      9 _____ →</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

B. I am young - to do my best not to get into trouble, I need:

<p style="text-align: center;">_____ 0                                              1                                              2                                              3 _____ →</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

C. To control my behaviour and to get on with the people around me, I need:

<p style="text-align: center;">_____ 0                      1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 _____ →</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

D. To enjoy new challenges and to be confident that I can succeed to the best of my abilities, I need:

<p style="text-align: center;">_____ 0                                              1                                              2                                              3                                              4                                              5 _____ →</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

E. To be ready to learn and find ways of enjoying myself, I need:

<p style="text-align: center;">_____ 0                                              1                                              2                                              3                                              4                                              5 _____ →</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

**Total Score Making a Positive Contribution =**

## 5. Achieve Economic Well-being

A. To be excited about going to new places and to look forward to meeting new people, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7 _____&gt;</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

B. To learn the skills I will need to become more independent, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7 _____&gt;</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

C. To feel safe at home and in the area where I live, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5                      6                      7 _____&gt;</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

D. To go out in our car, to use the bus or train to visit people or go shopping, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5 _____&gt;</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

E. To feel me and my family can do what other families do, I need:

<p style="text-align: center;">_____ 0                      1                      2                      3                      4                      5 _____&gt;</p>		
<p>No more support than any child/young person of this age might need</p>	<p>Some additional support</p>	<p>A lot of additional support</p>

**Total Score Achieving Economic Well-being =**

## 6. The Family

A. To support our child to be as fit and healthy as it is possible for them to be, we need:

\_\_\_\_\_ 0                      1    2    3    4    5    6    7    8    9 →

No more support than any family with a child/young person of this age might need	Some additional support	A lot of additional support
----------------------------------------------------------------------------------	-------------------------	-----------------------------

B To provide our child with a safe and stable home, we need:

\_\_\_\_\_ 0                      1    2    3    4    5    6    7    8    9 →

No more support than any family with a child/young person of this age might need	Some additional support	A lot of additional support
----------------------------------------------------------------------------------	-------------------------	-----------------------------

C. To encourage and support our child attending school and being ready for school with the things they need each day, we need:

\_\_\_\_\_ 0                      1    2    3    4    5 →

No more support than any family with a child/young person of this age might need	Some additional support	A lot of additional support
----------------------------------------------------------------------------------	-------------------------	-----------------------------

D. To support our child in knowing how to behave towards other people, we need:

\_\_\_\_\_ 0                      1    2    3    4    5    6    7    8    9    10    11 →

No more support than any family with a child/young person of this age might need	Some additional support	A lot of additional support
----------------------------------------------------------------------------------	-------------------------	-----------------------------

E. To feel that we can access work/training and have the money we need to support our family, we need:

\_\_\_\_\_ 0                      1 2 3 4 5 6 7 8 9 10 11 12 13 →

No more support than any family with a child/young person of this age might need	Some additional support	A lot of additional support
----------------------------------------------------------------------------------	-------------------------	-----------------------------

Total Score The Family =

## Calculating your total score.

	Area	Score
1	Being healthy	
2	Staying safe	
3	Enjoy and achieve	
4	Positive contribution	
5	Economic well being	
6	The Family	
<b>Points Score</b>		
<b>Less 12% OVERHEADS</b> (Divide by 100 and multiply by 12 to calculate 12%)		-
<b>BUDGET</b>		£

### Notes

- The above figure tells you the budget allocated per week
- When working out your plan, remember that there are 13 sets of “4 weeks” in a year - not 12.
- Use the planning tool to record how your budget will be spent.
- The person working with you will help you.
- The focus of the budget must be short breaks.
- Examples of how your budget can be spent include:
  - A direct payment to you to employ a support worker.
  - A direct payment to you to buy any item agreed in your plan – this might include equipment, membership fees, a service provided by an agency, an after school group or club or a child minder.
  - A service provided to you by the Council such as South Tees Home Support Service, STARS or Gleneagles Resource Centre.
  - A service purchased on your behalf from your budget by the Council - such as a place in a specialist after school group.

### Or any combination of the above

Remember at the end of the financial year (March 31<sup>st</sup>) any money held in a Direct Payment account will be reclaimed by the Council.

**If using a new provider or service, please check with the Short Break Facilitator to make sure all the necessary checks are in place.**



**Middlesbrough Service for Children and Young People with Disabilities  
Individual Budget Plan**

This is the plan for:

.....

This plan explains how the budget will be used.

This plan was written on:

.....

The budget for this plan is..... This budget is from .....to ..... inclusive.

This plan takes into account the things that are important:

The things that are important for .....are:

- 
- 
- 
- 

The things that are important for the family are:

- 
- 
- 
- 

The things that are important to the local authority are:

- 
-

What the money will be spent on	This will help ..... have the things that are important by:	This will help the family have the things that are important to them by:	How will this be arranged and who by.	How much this will cost per 4 weeks	Total cost over 12 months

What the money will be spent on	This will help ..... have the things that are important by:	This will help the family have the things that are important to them by:	How will this be arranged and who by.	How much this will cost per 4 weeks	Total cost over 12 months
<b>Total</b>					

<p>Outcomes</p> 	<p>The plan will focus on achieving the following outcomes:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p>Flexibility</p> 	<p>While it is expected that the plan will be followed, there may be times when circumstances mean that changes have to be made. Small changes can be negotiated between ..... and the Family as long as they remain within the agreed budget and the outcomes of the plan. Any major change must be referred back to Resource Panel. If the family is unsure, they must discuss this with the worker.</p>
<p>Accountability</p> 	<p>All those who have signed this plan are responsible for ensuring that it is followed. The main responsibility for ensuring that this plan is followed is with .....</p>
<p>Review</p> 	<p>This plan will be reviewed for the first time in ..... months. It will then be reviewed again after a further ..... months (minimum 6 months)</p> <p>If all or part of this plan includes a Direct Payment, then any money remaining in the Direct Payment Account at the end of the financial year (March 31<sup>st</sup>) must be returned to the Council.</p>

This plan is written by the following people:

Name	Signature	Date

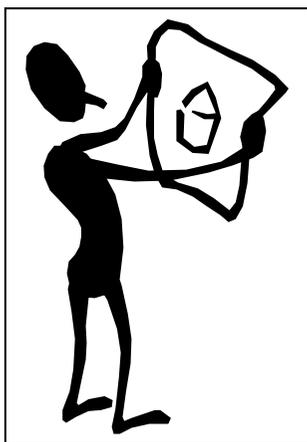


This plan was presented at Panel and agreed:

<b>Date presented to Panel;</b>	
<b>Signature of Chair</b>	
<b>Date of first review</b>	

Example where the family wish to have full involvement in planning the support for their child.

## Middlesbrough Team for Children with Disabilities



### Individualised Budget

#### The Plan

This is the plan for:

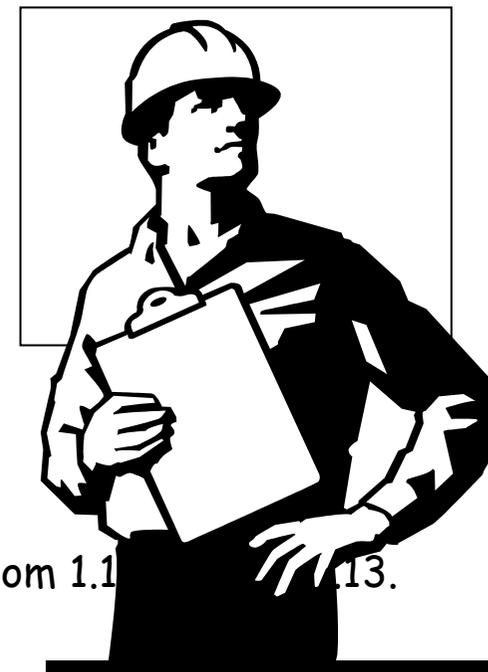
James Smith

This plan explains how the budget will be used

This plan was written on: 3.9.12

The budget for this plan is £5,209.92

This budget is from 1.1.13 to 31.12.13.

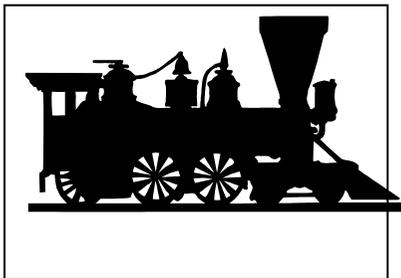


This plan takes into account the things that are important:



The things that are important for James are:

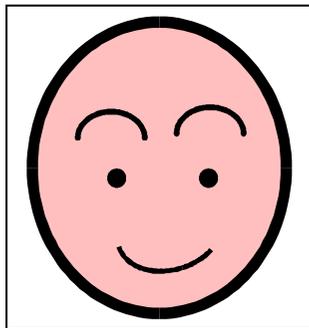
(This may be based on a variety of information sources such as: information from the child/ family, the assessment, a person centred plan.)



- Going on trains
- Going to outdoor places
- Having some time with his parents without Molly



The things that are important for James' family are:



- Knowing that James is safe
- Knowing that James is having a good time
- Having time to spend with James' sister Molly
- Having a rest



(This may be based on a variety of information sources such as: information from the family, the assessment, a carer's assessment.)

<b>What the money will be spent on</b>	<b>This will help James have the things that are important to him by:</b>	<b>This will help James' family have the things that are important to them by:</b>	<b>How will this be arranged and who by.</b>	<b>How much this will cost</b>	<b>Total cost over 6 months</b>
Annual family entrance to Nature's World	James will be able to go to Nature's World more often - James loves this outdoor place.	The whole family will enjoy outing to Nature's World	Social Worker to provide James with £30 to go with his family to buy the annual entrance ticket.	£30 for annual pass	30.00
James will go away once per month with his support worker - budget to cover all food, travel, and hotel fees.	They will travel on the train which James loves, and visit outdoor places	The family will know that James is safe and enjoying himself, and they will be able to do the things that James does not like doing.	James' support worker, his parents and James will plan the weekends. They will be based on train journeys and staying in hotels - they will be paid for through the money held in the Direct Payment bank account.	Average £300 per weekend - some weekends will cost more than others.	£1,800
After school club once a week for James' sister	James will have time with his parents twice a week	They will know that Molly is safe while they spend time with James	Social Worker to arrange for After School club to send invoice	£5 session twice per week	£390.00

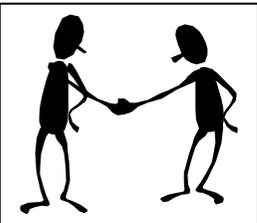
What the money will be spent on	This will help James have the things that are important to him by:	This will help James' family have the things that are important to them by:	How will this be arranged and who by.	How much this will cost	Total cost over 6 months
Employing a support worker	James will go to Nature's World with his support worker (3 hours per week) and go away once a month on a train (30 hours) + 3 hours planning time per month + 3 hours flexible support	The family will have time to spend with Molly and be able to have a rest and do the things James does not like.	The family will be provided with a Direct Payment - Penderels Trust will help. The Direct Payment will be for 48 hours per month plus 2x £25 O/n allowance per month	48 hours x £9.34 = 448.32 + (2 x £25 overnight allowance) = £50 Total: £498.32	£2989.92
<b>TOTAL COST FOR SIX MONTHS</b>					<b>£5209.92</b>

## Conditions of this plan:

<p>Flexibility</p> 	<p>While it is expected that the plan will be followed, there may be times when circumstances mean that changes have to be made. The family can make minor changes to the plan - any major change should be discussed first with the worker who assisted in the creation of the plan.</p>
<p>Accountability</p> 	<p>All those who have signed this plan are responsible for ensuring that it is followed.</p> <p>The main responsibility for ensuring that this plan is followed is with Mr and Mrs Smith.</p> <p>The Direct Payment element of the plan will be monitored by the Financial Monitoring Team. If all or part of this plan includes a Direct Payment, then any money remaining in the Direct Payment Account at the end of the financial year (March 31<sup>st</sup>) must be returned to the Council.</p>
<p>Review</p> 	<p>This plan will be reviewed for the first time in three months. After the first review this can be six monthly.</p>

## The following People wrote this plan:

Name	Signature	Date
James Smith		
Mr Smith		
Mrs Smith		
Worker		
Support Worker		



This plan was presented at Panel and agreed:

Date presented to Panel;	
Signature of Chair	

Date of first review	3.1.13
Person Responsible for organising the review	Mr and Mrs Smith

**Example where the family wish to have a service provided with minimum involvement.**



## **Middlesbrough Team for Children with Disabilities**

### **Individualised Budget The Plan**

This is the plan for:  
**Amy Jones**

This plan explains how the budget will be used.

This plan was written on: 3.9.12

The budget for this plan is £10 600

This budget is from 1.10.12 - 30.9.13.

This plan takes into account the things that are important:

The things that are important for Amy are:

- Shopping
- Looking nice - having nice hair/nails/accessories
- Going where there are other people
- Going to the pictures/bowling/McDonald's
- Being with people she knows



(This may be based on a variety of information sources such as: information from the child/family, the assessment, a person centred plan.)

The things that are important for Amy's family are:

- Knowing that Amy is safe
- Knowing that Amy is having a good time
- Knowing that Amy is doing the things other teenagers do
- Having a rest and being able to visit their parents
- Not having to spend a lot of time planning all this - it must "just happen".



(This may be based on a variety of information sources such as: information from the family, the assessment, a carer's assessment.)

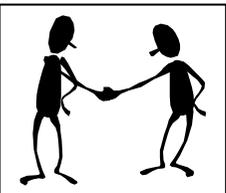
What the money will be spent on	This will help Amy have the things that are important to her by:	This will help Amy's family have the things that are important to them by:	How will this be arranged and who by.	How much this will cost	Total cost over 6 months
One week end per month at Gleneagles ( 3 nights Friday , from school until school on Monday)	Amy will be in a safe place she knows with friends who also go to Gleneagles.	Amy's parents will have a break and know that Amy is safe - they will be able to visit Amy's grandmother to check she is OK	Gleneagles will arrange this directly with Mr and Mrs Jones. (Cost will be reduced from Budget by lead professional who manages the budget)	£900 per month	£5,400
Amy will go out with the Teen Group organised by Gleneagles once per fortnight.	The Teen Group goes to places Amy likes like the pictures. Bowling, MacDonald's.	The family will know that Amy is safe and enjoying herself.	Gleneagles staff will organise this and will arrange with Amy and her parents when Amy will go out with them (Cost will be reduced from Budget by lead professional who manages the budget)	£80 per session (Parents to provide entrance money/spending money)	£2 080
Amy will go out once per week with a support worker on a "hair and beauty trip"	Amy will go with her worker to hairdressers, massage, nail clinic etc. Amy will feel special and look nice.	They will know that Amy is safe and enjoying her self - they will have a break.	South Tees Home Support service will write a plan with Amy and her parents about where they will go and take Amy out once per week for up to four hours. (Cost will be reduced from Budget by lead professional who manages the budget)	£60 for 4 hours per week including petrol (Parents to provide "pocket Money/spending money)	£3 120
<b>TOTAL COST FOR SIX MONTHS</b>					<b>£10 600</b>

## Conditions of this plan:

<p>Flexibility</p> 	<p>While it is expected that the plan will be followed, there may be times when circumstances mean the changes have to be made. Minor changes to the plan can be made by the family - any major change should be discussed first with the worker who assisted in the creation of the plan.</p>
<p>Accountability</p> 	<p>All those who have signed this plan are responsible for ensuring that it is followed.</p> <p>The main responsibility for ensuring that this plan is followed is with the Lead Professional</p>
<p>Review</p> 	<p>This plan will be reviewed for the first time in three months. After the first review this can be six monthly.</p>

This plan is written by the following People:

Name	Signature	Date
Amy Jones		
Mr Jones		
Mrs Jones		
Social Worker( Lead professional)		
Support Worker		



This plan was presented at Panel and agreed:

Date presented to Panel;	
Signature of Chair	

Date of first review	3.1.13
Person Responsible for organising the review	Lead professional