

Personal Budgets Exemplars

Ali

Ali is 3 years old. He has complex physical and health needs including a gastrostomy. Ali has already been assessed by the Disabled Children's Social Work Team and is funded for some personal assistant hours. This is provided via an agency and Ali's parents use the time to help with Ali in the morning so that mum can get her other children to school. Ali's family are not entirely happy with the agency arrangement because the workers do not like the hours and keep finding other jobs.

Ali is about to start a nursery placement and his parents would like him to attend the nursery class in his local mainstream school. They want him to meet local children and do not like the idea of him travelling to a special school some distance away. Ali will only be part-time but his gastrostomy means that he needs to be fed regularly including while he is at school. The school has experience in working with children with physical disabilities, but they want to be sure that they can meet Ali's health needs safely.

Ali's school will be expected to meet the cost of his place and contribute the first £3,000 towards meeting his individual needs from the school's formula funded budget. Ali is likely to receive £4,800 pa top-up funding for 15 hours per week nursery placement, which will increase to £10,900 when he becomes full-time.

Ali's lead professional raised with his parents the possibility of a personal budget for the top-up component of his nursery placement. The school were fully involved in the discussions. The head agreed to an arrangement where care workers employed by the parents were also able to work with Ali in school. The school were involved in the interview process and the care workers had to sign an agreement to abide by the school's policies and procedures similar to that used for voluntary workers.

The budget allowed Ali's parents to recruit care workers who would be able to work with Ali at home and at school. The hours were much more desirable and they were able to secure consistent staffing. The workers were fully trained to meet Ali's healthcare needs and the school were reassured that they had the correct expertise in school and an effective means of supporting Ali's transfer between home and school.

Outcomes to be addressed by the personal budget arrangement:

- Ali is healthy and receives appropriate nutrition
- Ali has a trusting relationship with his carers and is able to ask them for the support he requires
- Ali attends a mainstream school and begins to form relationships with local children
- Ali makes expected progress from his starting point in the early years and foundation stage curriculum.

Sally

Sally is 9 years old. She had a diagnosis of an autistic spectrum disorder when she was 4 years old. She receives medium level disability living allowance but does not meet the

threshold for social care support. Sally has a statement. The school meets the cost of her place and the first £6,000 of the cost of her extra support. She also receives top up funding of £4,300 that the school has been using, together with £6000 from its own budget to provide some additional support hours. Sally has been assessed in school by a speech and language therapist and has been given a programme that is delivered by her learning support assistant and also attends a weekly group to support her social communication skills.

Recently Sally has had difficulty making friends at school and she has become frustrated in class. She has become very reliant on her LSA and her class teacher is concerned that her progress has slowed. Sally's behaviour has become more challenging at school and at home. Mum has two younger children and weekends are particularly difficult because she is embarrassed to take the children out in case Sally becomes distressed, causing comment and stares from passers by.

Sally's mum thinks that her difficulties would be eased if her communication skills improved. She struggles to understand Sally when she tells her about her day at school and is worried that the school is using pictures to help Sally understand what she has to do next, rather than encouraging her to talk. Sally is in year 5, and her statement is going to be transferred to an Education Health and Care Plan. Mum would like her to receive a personal budget to pay for extra speech and language therapy.

A Team Around the Child meeting is held and at that meeting it is agreed with Sally's mum that the outcomes that she wishes to be achieved are:

- After one year Sally is able to communicate key information verbally in simple sentences both at home and at school – for example tell mum what she had for lunch or what she did at playtime
- Sally takes part in and enjoys play time with a small group of her peers in a setting where she feels comfortable.
- Sally attends a Saturday dance class with her younger siblings without her mother being present and can follow the teacher's instructions.

At the TAC meeting the cost and benefits of individual speech and language therapy are discussed with mum. The school is concerned that if Sally's top-up funding was spent on individual therapy there would be insufficient funding to meet her needs in school. After discussion it is agreed that the school will discuss with the parents of a small group of children who might benefit from additional speech and language therapy the possibility of pooling some of their top-up funding to secure a half day session of speech and language therapy to provide a mix of individual and group sessions. A key component of the provision would be to provide training for parents in how to support their child's development at home, different communication methods and the reasons for them, and to ensure transfer of programmes between home and school.

The school identifies a quiet zone/classroom where Sally and a small group of other children who might benefit can spend playtimes. The children are able to invite a friend to join them.

Sally is offered a short breaks personal budget of £500 per year. Sally's mum discusses with the dance school how this might be used to purchase some disability awareness

training and to pay for an older student to act as Sally's buddy and be available during the class.

Sally's mum is happy with the proposed outcomes and provision which she will review with the school after one term.

Joseph

Joseph is in Year 9 and attends a special school for children with learning disabilities and autistic spectrum disorder. He is in the process of having a transition review to transfer his statement to an EHCP. The school has a block contract with the local NHS provider for speech and language and occupational therapy. SALT is normally delivered within the classroom based on packages devised by the therapists following an assessment of each child's needs.

There has recently been a vacancy following the resignation of one of the therapists in the school, but the school has continued to implement the packages based on the advice of the remaining SALT. The post has now been filled. Joseph's parents feel that this has slowed his progress and that he has not received the SALT to which he was entitled and which was set out in his statement. They have requested a personal budget to purchase individual speech and language therapy for Joseph.

Joseph's communication outcomes are:

- To be able to communicate immediate needs and wishes verbally to a familiar adult at school and home
- To be able to indicate preferences when offered a choice of three alternatives which are spoken but supported with objects/visuals.
- To be able to follow simple verbal instructions with up to 2 key words

Joseph's school receives £10,000 for every place that it offers. In addition it receives a top-up of £10,300 for every child on roll. The school has about 150 children on roll. The therapy services at the school are commissioned by the Clinical Commissioning Group at a cost of £120,000 for 2 SALTs, plus 20% management costs, totalling £144,000, an average of £960 per child. The cost of one hour speech and language therapy from an agency would be in the region of £75 - 85 per hour. Therefore even if the cost of Joseph's speech and language therapy could be disaggregated from the other provision this would only purchase around 12 hours individual therapy per year. The school would also have to make specific arrangements to ensure that his programme was embedded in classroom teaching. This is not a cost-effective use of resources and therefore the personal budget was not agreed.

The school discussed the issues raised with the therapy team and it was agreed that communication with all parents on speech and language therapy programmes needed to be improved.

- The therapists offered a series of training sessions for parents so that they understood the range of therapy interventions that were being offered and were able to start using these at home.

- The school arranged for some of the therapy sessions with the children to be filmed so that parents could see the communication methods and skills that their child was learning and were also able to use these at home.
- Parents were asked to identify key areas where they wished to improve communication with their child so that these could be embedded in their programme at school.

Crystal

Crystal is 17 years old. She attends a special school for young people with learning disabilities. The school receives £10,000 for every place and a top-up of £10,300 for every young person on roll. Crystal has been receiving an assessed package of support from the Disabled Children's Social Work Team and attends the George Shearing Youth Club. She is likely to meet the threshold for adult social care. Crystal has said that when she becomes an adult she would like to live in her own house and to have a job – she might be interested in working in a beauty salon or as a hairdresser. Crystal's mum thinks that she needs to develop independence skills. At the moment she uses the school bus and her mum has to transport her everywhere. Crystal's school reports that she is very sociable and has lots of friends. However, she gets easily distracted at times and can become frustrated when things don't go smoothly.

Crystal would like to try some work experience at a local hairdresser. She is happy to do this during the school day or in the evenings and at weekends.

At the TAC meeting various ways to meet Crystal's aspirations are discussed. Mum agrees to approach a local hairdresser and ask whether Crystal can have a placement with her. Crystal starts her work experience accompanied by a member of the school support staff on a weekday afternoon. The school provides training for salon staff in meeting Crystal's needs. Once Crystal is settled she receives a personal budget using part of her top-up funding which is used to enable a junior member of the salon staff to receive training and to work alongside her one evening a week and on Saturday afternoons. It is agreed that once settled Crystal will be provided with travel training and a personal travel budget to enable her to travel to the salon independently.

Crystal's outcomes are:

- To be punctual, interact with customers and concentrate on a specific task in a work-based environment
- To be able to undertake simple tasks associated with a hair salon including sweeping the floor, washing customers' hair and serving teas and coffees
- To be able after one year to undertake tasks within the salon unsupported
- To be able to travel independently to the salon and to start to extend independent travel in her local area.

Hussein: Personal budget exemplar

Hussein is in Year 11 of a mainstream school and his statement of SEN is being transferred to an EHCP. The school receives top up funding of £4,300, which together with £6000 from its own budget, funds his SEN support. Hussein has ADHD and resulting difficulties with attention and behaviour. He is just on target to achieve GCSE results which will lead on to a

sixth form course but school and parents are concerned that he is going to struggle with the increased academic and organisational demands. He would like to study Biology and Psychology AS levels and BTec Sports Studies. Hussein has had teaching assistant support in many of his lessons over his school career, but it is not felt that this will necessarily be appropriate for the sixth form. It is increasingly important that he learns to self-manage his symptoms.

Hussein's long-term aspiration is to have a career in the sports industry, perhaps working in a leisure centre or becoming a personal trainer. He has also recently taken up karate and is showing great promise in the sport. He is finding that the exercise, combined with the discipline aspects are helping him to be less impulsive and plan reactions before physically acting. He finds that he is able to control his ADHD symptoms better on the school days after he has attended the club.

At the Team Around the Child meeting, Hussein asked whether he could have Karate lessons during school time and this could be his chosen focus sport with in the Sports BTec. The school do not have a karate coach or currently provide karate as part of the curriculum. Hussein's Dad asked if a personal budget could be used for this. The meeting considered three options:

- a) Hussein could have a small direct payment to pay for one training session a week (£60 x 39 weeks = £2340)
- b) The school could pay the same amount to the teacher directly to avoid the family having to take on the technical aspects of handling a direct payment
- c) The school would ask other students taking PE and Sports courses if they would like to choose karate as an option and would then consider hiring a coach for the group.

After further investigation, option (a) was rejected because it would not leave school with enough money to pay for additional study support lessons it was agreed Hussein would need to cope with the two A'S levels. Option (c) was agreed because 3 other students were keen and the cost of 2 lessons per week could be met, partly from Hussein's top-up but also from the school's sports coaching curriculum budget. This arrangement had the advantages that: Hussein's personal budget contribution was reduced to £1170, sessions could be timetabled so that other classes were not missed and Hussein would work as part of a team to develop his skills.

Outcomes to be addressed by the personal budget arrangement:

- Hussein will achieve Level 2 BTec Sports Studies by the end of y 12 and be able to progress to level 3 in y13
- He will manage his time and work schedule so that he meets all work deadlines in all subjects..
- He will achieve his orange karate belt by the end of y12.

Niamh Personal budget exemplar

Niamh is in Year 10 of a mainstream school with targeted funding to enable her to receive appropriate support throughout the school day. When she and her family were choosing her GCSE options at the end of Year 9 they wanted to help her pursue her love of music and

support her real talent in composition. It was clear that a GCSE syllabus would not offer the best opportunity for Niamh to demonstrate her skills in music as she has considerable difficulties with writing spoken language.

The school knew that she already had private keyboard lessons at the weekend and suggested that her teacher's skills might be used in school.

After some careful planning it was agreed that the school would use some of the targeted funding provided in order to achieve the outcomes identified in her EHC Plan, for Niamh's keyboard teacher to come into school for two hours a week to work with her and her teaching assistant on a BTEC course with the remaining hour of study being provided directly by the school.

Outcomes to be addressed by the personal budget arrangement:

- Niamh will achieve a Level 1 qualification in keyboard skills by the end of KS4.
- She will be confident to express her feelings and ideas through musical composition by the time she leaves school.
- She can retain, through regular practice, fine motor coordination that helps to support the development of her writing and typing skills whilst still in education.