

RESOURCE ALLOCATION SYSTEM FORM (RAS)

Individual Record Sheet

Who helped fill this in? (Family members, child, school, other professionals)

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Please attach the assessment that supported the completion of this RAS form

Date RAS assessment completed.....

Name Of child:

Date Of Birth:

Protocol No:

Please give a brief description of child and assessed needs.

RESOURCE ALLOCATION SYSTEM FORM (RAS)

BE EQUAL Questions

A. To be Fit and Healthy (Physical Health)

<p>No additional support required. When the child has not particular health issues. They get common illnesses and they recover well. They generally keep good physical health.</p>	<p>Intermediate Support When the child has a particular health condition that needs ongoing advice support and monitoring from adults who care for them. For example when the child is doing group activities they would need staff to be aware of their condition and able to administer treatment but they would not require continual day to day support because of their medical condition.</p>	<p>High Support When the child requires assistance with their health every day. As a result of impaired mobility, posture and balance the child needs frequent support from an adult through the day (for example peg feeding, help to go to the toilet, to change their position etc.) The procedures to stay healthy take up some time in the child's day which gets in the way of other activities the child needs to do. The child requires assistance from people who have had guidance and training to meet their health care needs.</p>	<p>Exceptionally High Support When the child needs support at all times and often will require more than one person to assist them because of their complex physical health needs. Some of this care will be with people who have specialist health care skills. The child uses equipment essential to their wellbeing. Or Where the procedures that are required to maintain the child's physical health require such care that they can only be delivered extremely slowly. These procedures take several hours each day and this has a huge impact on the child's opportunities.</p>
<p>0 - 12</p>	<p>13 - 20</p>	<p>21 - 27</p>	<p>28</p>

Please provide a summary of evidence to support your score

Empty space for providing evidence to support the score.

RESOURCE ALLOCATION SYSTEM FORM (RAS)

B. To be Relaxed and Happy (Emotional Wellbeing)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When the child is generally happy and relaxed. A child experiences the 'ups and downs' of childhood but does not have prolonged worries for which they need support. The child, with help from parents, can cope with new places while experiencing just the usual nervousness most children have when trying out a new place.</p>	<p>When the child is frequently distressed as a result of issues with their mental wellbeing, medical condition, pain management or mood swings. The child has a frequent sense of stress and anxiety. They need some reassurance, support and supervision on a regular basis to manage their feelings and to feel relaxed.</p>	<p>When the child's stress and anxiety continually affects their wellbeing and their behaviour can be challenging. A key issue for adults who support the child is planning how to respond to their anxiety. The child needs the help of a psychologist or psychiatrist to work towards feeling relaxed and happy.</p>	<p>When the child's mental wellbeing needs are very complex. Their anxiety and stress is so high that they have extreme challenging behaviour as a result of emotional distress which needs to be managed. In order to ensure that there is not a risk, of injury to them self or others, as a result of their anxiety and stress they need the supervision of two adults continually to make sure everyone is safe. The child needs support from specialist services working to a structured behaviour management plan.</p>
0 - 12	13 - 20	21 - 27	28

Please provide a summary of evidence to support your score

RESOURCE ALLOCATION SYSTEM FORM (RAS)

C. To Be Able to Travel Safely and Use Public Transport for Children over the Age of 11 (Independence Skills)

<p>No additional support required When the child can safely use public transport or the family car with the support of their family and has an awareness of road safety.</p>	<p>Intermediate Support When the child does not currently have road safety skills but can learn these skills. <u>Or</u> The child may need reassurance on their journey but with an adult being next to them they are able to use public transport and travel in a car.</p>	<p>High Support When the child has no sense of road safety or traffic awareness and cannot therefore play outside without being constantly supervised. <u>Or</u> The child needs intensive or physical support to prevent them from becoming very distressed or harming themselves when on a journey.</p>	<p>Exceptionally High Support When the child cannot use public transport because either it is not accessible to them or the experience of using it would be too stressful for them or those providing support. They therefore need to use transport that has been adapted to their needs or to travel with two adults to keep them safe in the vehicle.</p>
0 - 3	4 - 5	6 -7	8

Please provide a summary of evidence to support your score

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D. To Be Able to Communicate Well (Communication Skills)

<p>No additional support required When a child is a strong communicator through their first choice of communication and they can make clear their needs, wants and wishes they need no support in achieving this outcome.</p>	<p>Intermediate Support When a child can explain some of their needs and wants but you need to check regularly that they have understood what they are saying. They may only pick out key words and their understanding of complex sentences may be impaired. If you are talking with the child you need to check that they have understood what you are saying and are able to act on what has been asked of them. <u>Or</u> A child who has a hearing impairment which makes it difficult for them to hear consistently what is being said to them.</p>	<p>High Support When as a result of a child's learning disability it is difficult to understand the child's communication consistently and/or they have challenging support needs because of their frustration with communicating. They need 1:1 support in order to make their views known.</p>	<p>Exceptionally High Support A child finds it difficult to express their needs and wants and who needs intensive support. This would usually include children who communicate with technological aids but it requires professional support to be clear that their views have been correctly interpreted. This could also include children who do not use any form of recognised language like speech, signing or technology and whose communication is interpreted mainly through their behaviour and their speech partners are not confident that they have interpreted their communication correctly.</p>
0 -8	9 - 13	14 - 15	16

Please provide a summary of evidence to support your score

RESOURCE ALLOCATION SYSTEM FORM (RAS)

TO ACHIEVE Questions

A. To Join in With Activities With Other Children (from age 5+) (Social Skills)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When a child is supported to get involved in their hobbies and leisure interests by their family and face few problems in doing so. A child can accept the guidance and support from adults leading activities most of the time and can take part in the activity with other children. The child has few fears or worries about going out and getting involved in activities with people they know well.</p>	<p>When a child needs 1:1 support for a short period of time (in addition to the usual support provided to children within the group) to introduce them successfully into the activity. Other adults who support the activity or club require training and/or support to ensure that the child is included.</p>	<p>When a child needs to be continually supported throughout the activity. For example it is not enough for a parent to be nearby, a supporter needs to participate in the activity alongside the child, making clear what they need to do or supporting them physically. The child can only participate successfully in an activity if they have an individual worker alongside with them and who knows them well.</p>	<p>When a child needs two supporters to be with them throughout the activity. The support needs to be from people who are very aware of the child's needs and have specific skills, for example in knowing how the child communicates and/or in behavioural support. Or Where a child, as a result of challenging behaviour, may pose a risk to themselves or others and this severely restricts the places they can visit and activities they can take part in. Or Where the procedures that are required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this has a huge impact on the child's ability to engage in activities.</p>
0 – 13	14 – 16	21 – 26	27

Please provide a summary of evidence to support your score

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B. To Learn the Skills I need to be as Confident and Independent as I can be. (Applicable to children over 5 years) (Independence Skills)

<p>No additional support required There is an expectation that the child will go on to develop good independent skills.</p>	<p>Intermediate Support They need prompts and reminders to stay on task to develop their independent skills.</p>	<p>High Support When the child will need constant support every day to perform purposeful tasks.</p>	<p>Exceptionally High Support When the child needs individualised support to develop them. This may be a child with complex health needs, a profound disability or challenging behaviour who requires 2:1 support and is at constant risk of being excluded from social activities. There is a continuing need for professional advice and guidance from occupational therapy or psychology to develop plans to support the child to maintain and develop skills. Or Where the procedures that are required to maintain the child's health require such care that they can only be delivered so slowly that they take several hours each day and this disrupts their everyday life and impacts on the child's opportunities for play and learning.</p>
0	10	17	23

Please provide a summary of evidence to support your score

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C. To have a Circle of Friends (Social Skills)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When the child enjoys other children's company and finds it easy to play with other children, meet and make friends and continue friendships. Or Some children with autism do not seek friendships and so no extra support is required if they successfully tolerate other children and have learnt how to be with other children without becoming distressed.</p>	<p>When the child always needs the support of their family or carers to plan and prepare to meet up with their friends. Meetings with friends only happen when adults make arrangements and need close supervision when they happen. Or When some children with autism need constant reminders about how to cope with meeting other children they know.</p>	<p>When the child will need constant support while with other children and need adults to organise their play activity. It takes a lot of effort for parents to support their child to interact with other children, keep the friendship going and provide support when they are with their friends. Or When a child with autism does not tolerate other children easily and requires 1:1 support when they are around other children.</p>	<p>When friendships are hard to keep and the child needs intensive support to keep in touch and keep their friendships. 2:1 support is required to support meetings and activities with friends. Or Children who find it very distressing to leave their home or environments that they know well and have extremely limited contact with children their own age.</p>
0 – 12	13 -19	20 -25	26

Please provide a summary of evidence to support your score

RESOURCE ALLOCATION SYSTEM FORM (RAS)

STAY SAFE Questions

A. To Be Safe At Home With Immediate Family

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When the child is safe at home with their family. The young person avoids danger in the home most of the time (e.g. boiling water, plug sockets) or those dangers are now not present because of aids adaptations in the house. Parents do not need to stay all the time in the same room with the child as they are safe in their play.</p>	<p>The child will try and stay safe. It takes a lot of time to explain everyday risks in the home to the child. The child struggles to remember the explanation and they need to be continually reminded about danger. Or The child can play safely but needs an adult to regularly check that they are safe if they are unsupervised in a room in the home.</p>	<p>The child has the ability to reach dangers in the home and adult supervision in the same room is constantly needed to stop the child from becoming hurt. Or Without continual supervision in the same room the child would be at risk of harm. This would include children who cannot move out of the way of danger or who, if unsupervised, would not be able to change their posture.</p>	<p>When there are many concerns about the child's safety and there is constant monitoring on a day to day basis by professionals to ensure the child's safety. Or There is a need to monitor the child's ability to place them self in danger even when they are continually supervised.</p>
0 - 21	22 – 34	35 -47	48

Please provide a summary of evidence to support your score

RESOURCE ALLOCATION SYSTEM FORM (RAS)

B. To Be Safe In their Community

(Please note that in this question the High or Exceptionally High Support levels can only be scored if there is a current constant threat from or to the child).

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When the community the child lives in is a stable neighbourhood. The caring adults in the child's life are trusted and the child is safe in their company. The child is safe with their friends and bullying is not happening at the moment. Or The child's support needs are high and because they will always have an adult nearby they have not experienced bullying and are at a low risk of being bullied because of this additional protection.</p>	<p>When there are worries about the child's safety in their community. They are occasionally bullied by other children and the family need support to bring this to an end.</p>	<p>The child is facing a constant threat from their community or from adults in their social network. Or The child is distressed by persistent bullying and present support to bring it to an end is not working. The child needs very regular support to bring it to an end.</p>	<p>There is a big chance the child may be seriously injured, because of severe bullying which is having a big impact on their whole life, or because of severe exploitation or abuse by other children. Or There is a high risk of the child regularly injuring other people and this has to be constantly managed because the child has no sense of social boundaries and/or has severe challenging behaviour.</p>
0 – 13	14 – 19	20 – 25	26

Please provide a summary of evidence to support your score

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FAMILY Questions

A. Family Life is Good and There is Time for Everyone in the Family to enjoy life and pursue the things that matter to them (Emotional Wellbeing)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When family life is good, the family cope well and are resilient in supporting the child's needs. The family do not experience regular stress as a consequence of supporting their child's needs. Parents or carers have some time regularly to pursue their own interests and to relax.</p>	<p>When the child's needs result in the parent/carers regularly experiencing stress. This has a continual impact on their day to day wellbeing. Parents have very little time to relax. <u>Or</u> When there are occasional difficult behaviours which sometimes place siblings at risk and siblings may experience disruption in their ability to have friends around the house or to do homework.</p>	<p>When the parents and carers experience severe stress as a result of the impact of caring for the child and this is affecting their mental or physical health and this is in turn affecting the whole family. <u>Or</u> The needs of the child require a lot of support and time from parents and this leads to the other children in the family being seriously affected and this is resulting in siblings experiencing high levels of stress or tiredness.</p>	<p>When parent/carers feel such high levels of stress as a result of the impact of caring for the child that the family is in crisis and professional support is needed to sustain the family. <u>Or</u> When parents/carers have their own health care needs that have exceptional impact on their ability to support their child day to day.</p>
0 – 13	14 – 21	22 – 29	30

Please provide a summary of evidence to support your score

RESOURCE ALLOCATION SYSTEM FORM (RAS)

B. Parent/Carers get a good night's sleep. (Physical and Emotional Wellbeing)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
When the parent/carers generally sleep well, are usually not disturbed through the night and get sufficient sleep to be able to have the energy to care for the child without feeling overtired.	When the parent/carers are up several times each week to support the child and as a result they feel overtired throughout the day. <u>Or</u> where the child goes to bed late or is an early riser and this leads to the parent carer feeling over tired.	When the parent/carers are up several times throughout the night every night to support the child. <u>Or</u> The sleep pattern of the child is so erratic that this leads to the parent/carer feeling exhausted.	When the parent/carers are feeling overwhelmed by the sleep deprivation that caring for the child entails. This is leading to an extreme level of exhaustion and stress for parents or carers and the family as a result is in crisis.
0 – 5	6 – 8	9	12

Please provide a summary of evidence to support your score

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C. Parents/ Carers get the Support they need from friends, neighbours and extended family which regularly provides them with Short Breaks (Emotional Wellbeing)

No additional support required	Intermediate Support	High Support	Exceptionally High Support
<p>When the parent/carers are well supported by friends, neighbours and their extended family. There are several people who know and love the child and are willing to help with caring for them. The parent/carer knows that there is a group of people they can turn to for help on a regular basis.</p>	<p>When the parent/carers receive some support from their extended family and friends but this is infrequent and for only very short times. There are few breaks provided by family and friends for the parents or carers.</p>	<p>When the parent/carers receive no support from family and friends with the care of the child and this leads to stress and overtiredness. Although there is not a supportive network amongst extended family and friends there is support from a partner or a family member living with them.</p>	<p>When a parent/carer feels extremely isolated. One person is caring for the child solely without any support from family or friends. The parents or carer is under a great strain as a result and this is having a big impact on their health and wellbeing.</p>
0 -9	10 – 14	15 – 19	20

Please provide a summary of evidence to support your score

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BE EQUAL				
A.	B.	C.	D.	Total Equal Score
TO ACHIEVE				
A.	B.	C.	N/A	Total Achieving Score
STAY SAFE				
A.	B.	N/A	N/A	Total Safe Score
FAMILY				
A.	B.	C.	N/A	Total Family Score
Final Score				
Is the young person receiving DLA? YES/NO if yes please give details High Middle Low		What is the service required for and how long? What are the objectives and outcomes of the plan?		

RESOURCE ALLOCATION SYSTEM FORM (RAS)
BANDING LEVELS

ASSESSED NEEDS AND CRITERIA	RAS Points Score
<p>No Support (No specialised Support required) Under 69 points means the child's needs are established and good outcomes can be met through Universal Services</p>	<p>0 - 69</p>
<p>Basic Support - Low Level Needs Between 70 and 115 points supports a child's involvement in activities they enjoy. This will be managed through Early Intervention Services.</p>	<p>70 – 115</p>
<p>Indicates a higher level of need within the small support band. At this score a Care Package, Direct Payment or a Personal Budget may be required if Universal Services cannot meet the child's needs.</p>	<p>116 – 130</p>
<p>Indicates the highest level of support and shows usually that there is a mix of needs for support depending on the child's activities. A care Package, Direct Payment or Personal budget may be required if Universal Services cannot meet the child's needs</p>	<p>131 – 145</p>
<p>Intermediate Support – Moderate Support Needs The child has continuing support needs and will require a Care Package, Direct Payment or Personal Budget to meet assessed need if Universal Services cannot meet all identified needs.</p>	<p>146 – 160</p>
<p>Indicates a higher level of some support. The child has continuing support needs and will require a Care Package, Direct Payment or Personal Budget if Universal Services cannot meet all identified needs.</p>	<p>161 – 170</p>
<p>Indicates the highest level of some support needs and shows that there is a mix of needs identified including some 1:1 support. A Care Package, Direct Payment or Personal Budget may be required if Universal Services cannot meet the child's needs.</p>	<p>171 – 185</p>
<p>High Support – High Level Needs The child has significant 1:1 support needs and will require substantial funding through a Care Package, Direct Payment or Personal Budget</p>	<p>186 – 200</p>
<p>Indicates a higher level of some support with some scores indicating exceptional support in some areas</p>	<p>201 – 210</p>
<p>Exceptionally High Support – Very Complex Needs and /or Exceptional Circumstances The child has high care needs and requires a multidisciplinary discussion about how education and health funding will work in tandem with the substantial Social care package</p>	<p>211 – 220</p>
<p>Indicates a higher level of Exceptional Support. The child has high care needs and requires a multidisciplinary discussion about how education and health funding will work in tandem with substantial Social Care package.</p>	<p>221 – 230</p>
<p>Indicates the highest level of Exceptional Support. The child has high care needs and requires a multidisciplinary discussion about how education and health funding will work in tandem with the substantial Social Care package</p>	<p>231 plus</p>