

Guidance Notes

Kent County Council

Strengthening Independence Service

Short Break Grant Programme 2024

Application and Evaluation Guidance

Content:

- Guidance and further information about answering questions, the criteria your answers will be assessed by and how the questions are weighted regarding importance.
- Guidance on how to submit a bid via the online form.
- Guidance on the process and evaluation timescales.
- Appendix. 1. Strengthening Independence Service level of need criteria.

Application

Compilation of the Application:

Within the application you will be asked several questions. The following guidance has been provided to assist you with your application.

Note: The online application form will time-out after an hour of inactivity. Please make sure you save the form regularly to make sure your progress is not lost.

Privacy Notice:

The privacy notice explains how we will process and use your information.

Kent County Council (KCC) recommend that the on-line application form is read in conjunction with this guidance and the Short Breaks Activity Grants Prospectus.

Required documents: Before you start the application, we advise that you have available the required documents that you will need to upload. This includes:

- Three years of statutory finance information.

- The assessment criteria that are used to assess children and young people who are referred to the short break services you provide.

How to apply:

Application is online only at: <https://www.kent.gov.uk/leisure-and-community/community-grants-and-funding/our-current-funding-opportunities/grants-to-benefit-children-and-young-people/short-break-grants>

Step by step online application form content:

Eligibility to apply for Short Break Grants:

Given the vulnerability of the children and young people using the services that these grants cover, KCC require the following to be in place: If your overall answer to this question is no, your application will not progress further.

- Public Liability Insurance £10,000,000.
- Employer Liability Insurance £5,000,000.
- Professional Indemnity Insurance £1,000,000.
- Motor Vehicle Insurance (if a vehicle is available to the project).
- Safeguarding Children Policy and Procedure.
- Complaints Procedure.
- Health & Safety Policy and/or Statement that includes Risk Assessment.
- Equal Opportunities Policy and/or Statement.
- Child Sexual Exploitation Policy.
- Anti-Radicalisation Policy.
- Recruitment & Selection Policy/Procedure.
- Enhanced DBS checks for staff/ volunteers.
- Supervision and appraisal process.
- Induction Programme for new staff and volunteers.
- Training Programme for staff and volunteers including.
 - Safeguarding children.
 - Child Sexual Exploitation.
 - Anti-Radicalisation.

Note: All staff and volunteers must have a current Enhanced DBS check. If your application is successful, we will ask you to complete DBS details.

Contact Details:

You must complete all questions in this section. It provides us with key information about applicants and helps us to build an overview of the impact of our funding across the county. Please note we retain this information on our database which is maintained in accordance with the requirements of the Data Protection Act 2010.

Organisation details:

This section provides us with key information about your organisation and helps us to build an overview of the potential impact of local authority funding across the county. Please ensure you upload 3 years' worth of statutory accounts. Without this information it will not be possible to proceed with your application. Please note we retain this information on our database which is maintained in accordance with the requirements of the Data Protection Act 2010.

Scored Questions:

The scoring criteria below will be used to evaluate your responses to the six questions on the online application form. Pages 4 through 7 of this guide will provide further information and guidance about answering the questions including how the questions are weighted regarding importance.

Score	Scoring Criteria
0	<p>Unacceptable: Either the response was not provided or not relevant to the question and/or fails to give confidence in the bidder's ability to deliver this requirement or contains insufficient information to make a judgement or irrelevant information.</p> <p>The response may contain significant omissions, weaknesses, or concerns.</p> <p>Evidence to requirements may be missing, lacking in detail or highlight concerns.</p>
1	<p>Poor: The response pertains to the question but has significant omissions, weaknesses, or concerns, supporting detail has not been provided for most requirements</p> <p>The answer gives limited confidence in the bidder's ability to deliver the requirement.</p>
2	<p>Acceptable: The response may cover off all points, but not with sufficient evidence by way of examples (i.e., demonstrating how the bidder would deliver the services it has offered).</p> <p>The answer gives some confidence in the bidder's ability to deliver this requirement</p>
3	<p>Good: The response covers all requirements and is supported by detail which is realistic and appears deliverable in all aspects. Response indicates significant and appropriate credibility, ideas and proposals covers all requirements.</p> <p>This answer gives confidence in the bidder's ability to deliver the requirement</p>
4	<p>Excellent: The response covers all specific requirements and is supported by</p>

	<p>comprehensive detail which is realistic and appears deliverable in all aspects. There is an element of ideas, proposals and innovation supported by comprehensive detail which illustrate future inspiration for best practice.</p> <p>The answer gives a good level of confidence in the bidder's ability to deliver the requirement.</p>
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Q1. Previous Experience: Developing and running short breaks.

Weighted question 10%

An overview of what you already do or have done in the past. (2,000 characters inclusive of spaces)

Note: This is a scored question. Please see evaluation guidance below.

What we are looking for
Experience of offering a range of engaging short break activities for disabled children and young people, in buildings and community-based settings that reflect need, age appropriateness and interests.
Experience of co-production: when planning and evaluating the short break curriculum.
Listening to all disabled children and young people, acting on their views, and providing them with choices.
Reflection on and how you have responded to changing needs during service delivery. Have you had to adapt partway through the project? What has worked well or not so well?

Q2. Project details: What are the short break activities that you are proposing:

Weighted question 25%

An overview of the short break project outline that you are proposing. (3,500 characters inclusive of spaces)

Note: This is a scored question. Please see scoring guidance below.

What we are looking for
Demonstrates analysis to show need using a range of sources. This should include local data to demonstrate service need. Have you run this type of project before? Was there good take up of sessions offered?
Does the short break programme of activity compliment what parents have told Kent County Council?

<p>Parents/carers, children and young people have told us that they would like the short break to provide the following:</p> <ul style="list-style-type: none"> • Have readily available short break places to book • be affordable • be available during school holidays, weekends, and after school • have services in the right place at the right time and can meet a range of needs, including services for complex needs, and those who are Neuro Diverse but do not have a learning disability • cover a variety of activities that both engage and challenge • help children and young people build connections.
A range of short break activities on offer appropriate to age group and need.
Is the location of activities appropriate based on age group and needs?
How will the short breaks be promoted to both families and professionals?
Referral process - is the process housed and sets out clearly including timescales, potential waiting times and methods of communication?
Care Planning and assessment: Is this coproduced alongside children, young people, parents/carers, and relevant professionals?
Staff/volunteers to child ratio based on dependency rating & risk assessment. Relevant training for staff/volunteers?
Wider community involvement.

Q3. How the short break project/activity will be managed: What are the governance processes?

Weighted question 15%

What you are proposing to provide for project oversight. (2,500 characters inclusive of spaces)

Note: This is a scored question. Please see scoring guidance below.

What we are looking for
What governance is in place. Describe the process for planning and agreeing the short break offer within your organisation?

What line management is in place in respect of day to day running of the project. Describe what processes the line management oversees i.e., safeguarding risk.
How is the project supported in respect of administration i.e., processing referrals, responding to enquiries by parents?
How will the project ensure best practice and continuous improvement?

Q4. How the short break project/activity will meet KCC Outcomes: KCC Outcomes are outlined below.

Weighted question 20%

Demonstrate how your proposed project will meet KCC outcomes (3,500 characters inclusive of spaces)

Note: This is a scored question. Please see scoring guidance below.

What we are looking for
How will you demonstrate: Working together to improve outcomes for children and young people with SEND? This would include developing new skills and experiences, support to access mainstream services.
How will you demonstrate: Having regard to the needs of those parent/ carers who would be unable to continue to care or are able to care more effectively.
How will you demonstrate: Ensuring that disabled children and young people are supported to optimise their physical and emotional wellbeing whilst having fun, being safe; having opportunities to develop new skills to support independence, within their local community.
How will you demonstrate: Children and young people have better physical and mental health.
How will you demonstrate: Kent young people are confident and ambitious with choices and access to work, education, and training opportunities
How will you demonstrate: Children and young people have improved social interaction and improved communication.

Q5. Measuring Success: What practices and processes will you put in place?

Weighted question 15%

How will you know you are meeting the outcomes? (3,000 characters including spaces)

Note: This is a scored question. Please see scoring guidance below.

What we are looking for
Use of evaluation, listening to all disabled children, young people and families as well as evidence of acting on their views and showing how they have impacted on the projects you offer.
Can demonstrate how effective safe practice is implemented and embedded. This should include where relevant, levels of staff training, processes in place that support those children and young people with complex needs.
Evidence how children, young people and families have developed connections and friendships with others within the short break activities.
Supporting disabled children and their families to take part in and enjoy local community life.

Q6. Sustainability: How will you ensure the short break project is sustainable?

Weighted question 15%

How do you view the future of this project? (1,500 characters inclusive of spaces)

Note: This is a scored question. Please see scoring guidance below.

What we are looking for
How will parents directly purchase places?
Is there capacity within the organisation to access other funds?
Is there capacity to link to a local business to secure sponsorship?

Is there capacity to link with a local community group to develop economies of scale? I.e., sharing premises

Short Break Application Process: Walkthrough

This guide explains the method of how to apply for funds to provide a short break and walks you through the process of applying for a grant using screen shots and descriptions. We invite you to apply per “short break activity” that you are hoping to provide within one or more districts within Kent.

Example: A provider would like to bid for grants to offer three separate short break opportunities across Kent. The provider will need to submit three separate bids and will receive three grants if successful.

Bid one: School holiday short breaks activities across three districts.

Bid two: After school club activities across three districts.

Bid three: Saturday club activities across six districts.

This guide will walk you through completing three sections of the application form:

- Logistics
- Short break activity details
- Funding

Apply for a short breaks grant

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Logistics

Short break activity name or working title *

This is the name of the short break activity you are offering e.g., Teen Sports.

Which disabilities will your short break activity be for? *

- Learning disabilities or physical impairment
- Sensory impairments
- Neurodiversity both with and without a learning disability
- Life limiting or life-threatening conditions

Although we understand that many short break providers have a pan-disability approach to their services we need to allow for some services to be more specific. You may select as many as required.

Project age range *	If your project is for a more specific age range. Select other and provide details. <input type="radio"/> 5 to 8 <input type="radio"/> 9 to 18 <input type="radio"/> Other
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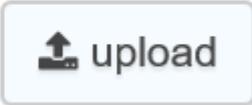
Please select the age bracket the short break is for. Short breaks generally fall in the age brackets 5– 8 and 9 – 18. If the short break you are proposing falls outside these age brackets, E.g. 7-14, please select “other” and explain the rational for this.

Children and young people who refer or referred will have needs ranging from mild to complex and including personal care requirements. Please indicate the level of need this project is targeted at, in line with our criteria of need
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We need to ensure that there is a shared understanding of levels of need between Disabled Children and Young people services and short break providers so that the referral process works seamlessly. Please carefully read the Strengthening Independence Service level of need and ensure the assessment criteria that is used by the services you provide reflects the criteria and language used.

What levels of need will your project provide short breaks for? (Select all that apply) * This relates to the level of need your short break service can provide for. Refer to the disabled children and young people criteria of need mentioned above for the definitions. <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Complex
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This relates to the level of need your short break service can provide for and again links to the Strengthening Independence Service criteria of need. If you project meets the criteria of severe or profound, please select Complex on the online application form.

Drop files here to upload - 
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Attach your service referral criteria using the upload facility. This field is mandatory.

Short Break Activity Details:

For further information and guidance on the six scored questions in this section please see pages 4 -7 of this document.

About the sessions

Where will the sessions take place?

Kent County Council has up to £1,060,000 funding available and has indicatively allocated funding levels to each district to provide an equitable and consistent offer across the Kent County Council area.

The table below illustrates the funding allocation based on the level of need assessment carried out by Children, Young People and Education commissioning team. You may wish to refer to this when considering the short break service offer you are bidding for. E.g., You are applying for funding to deliver weekend activities in Gravesham and Maidstone with 10 places available at each session. However, as you can see Maidstone has been identified as having higher needs through its allocation of funding, so you may decide to increase the number of spaces available in Maidstone to 15. This will of course impact on the funding required for Maidstone.

District	Indicative Allocation
Ashford	£92,042
Canterbury	£101,347
Dartford	£84,331
Dover	£83,544
Folkestone and Hythe	£70,233
Gravesham	£76,639
Maidstone	£109,611
Sevenoaks	£62,539
Swale	£122,543
Thanet	£119,739
Tonbridge and Malling	£85,084
Tunbridge Wells	£52,350

Please select the district/districts where your short break activity will take place. You can also select a county wide offer. A service is considered county-wide if it is available to disabled children, young people, and their families across Kent rather than being based in a particular district.

Where will your short break activity take place? *

- Ashford
- Canterbury
- Dartford
- Dover
- Folkestone and Hythe
- Gravesham
- Maidstone
- Sevenoaks
- Swale
- Thanet
- Tonbridge and Malling
- Tunbridge Wells
- County-wide

When will your sessions take place? (select all that apply) *

Please select when this short break session will take place. Parents, carers, children and young people have indicated to us that the below options are preferable. If the short break service you are bidding for sits outside these options, select 'other' and state your reasons and details.

- Term time (for example after school projects)
- School holidays (for example summer programs, half term programs or family days)
- Weekends (for example family days, play groups or Saturday clubs)
- Other

Please select when this short break session will take place. Parents/carers, children and young people have indicated to us that the above options are preferable. If the short break service, you are bidding for sits outside these options please select the "other" pilot button and state your rationale and details. If the same project will be running across multiple selections for example both after school and at weekends, then please select both applicable.

If you will be running family events and these are taking place in several different venues around Kent or even out of Kent, then please select the "County-wide" option rather than specific districts.

If you are requesting funding for 2 separate projects, eg 1 during term time and another that is monthly at weekends, then you would need to submit a separate application for each project.

Examples:

- School holidays may include summer programmes, half term programmes, family days
- Term time may include after school projects, early evening youth projects
- Weekend may include family days, play groups, Saturday clubs

Canterbury

How many sessions will take place each year? *

How many hours will each session be? *

How many places will there be per session? *

What address will these sessions run from?

For each district selected you will be asked to input the session details along with the delivery address if known.

Apply for a short breaks grant

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Funding

What is the total cost of the project or activities you are proposing? *

You can apply for between £1,000 and £25,000 per district.

How much funding are you applying for from Canterbury? *

Total amount of funding required *

How much of the grant will be spent on staffing? *

How much of the grant will be spent on resources, including venue hire? *

How much of the grant will be allocated to additional costs such as management fees? *

Total spending breakdown *

When entering the funding section, you will notice that the district information completed on the previous page has been clarified and you are now asked to complete the grant amount you are bidding for per district.

You will also need to show how much of the grant will be allocated to staffing costs, resources and whether management costs are included. As you enter the individual amounts the system will automatically calculate your total spending which should be the same as the amount of funding you are applying for. The total cost of the project can be greater than the amount of funding you are requesting if you are looking to part fund a project through the Short Breaks Grants.

The form will automatically calculate the overall bid for you for the short break activity.

How much will you charge parents per hour? *	£ <input type="text"/>
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When completing the parental contribution information please refer to the short break grant prospectus section regarding funding.

Evaluation of Short Break Project Bid Submissions

Evaluation Process:

When we receive your application, we will acknowledge receipt. Applications will be assessed by an appraisal panel. Based on your application, and any further information you may have been asked to supply, the panel will make its recommendations to the Corporate Director for Children, Young People and Education to inform a final decision. We will advise you of the decision to either:

- Offer a grant; or
- Offer a grant with some specific conditions; or
- Reject the application with reasons why.

The evaluation process will be carried out in 2 stages:

Stage 1

1. Panel members sign Declaration of Interest.
2. Panel members read and score applications.
3. Panel discussion of individual applications with scores awarded.
4. Scores over **60%** to be taken into stage 2.

Stage 2

Panel discussion to award grants with consideration given to:

- unit cost
- capacity proposed
- stage 1 score
- equitable offer across the county
- potential impact on families
- potential impact on the local or wider community
- current provision within the locality.

Questions

If you have any questions with regards to your application, please email them to commissioningfordisabledchildren@kent.gov.uk

Appendix 1

KENT COUNTY COUNCIL

DISABLED CHILDREN & YOUNG PEOPLE'S SERVICE – ELIGIBILITY CRITERIA 0-18 YEARS

Referral to the Disabled Children & Young People's Service (DCYPS) may be made for any disabled child/young person from birth up to age 18 years who is permanently resident within Kent County Council boundaries and whose disability is permanent or long term (for more than one year) and meets one of the severe or profound categories as described below.

Category	Mild	Moderate	Severe	Profound
1. Mobility	Able to walk but with some limitation e.g. walks more slowly, unable to run. Young child mobility functioning slightly behind the level expected for age.	Able to walk, but only with aids. May have wheelchair for intermittent use. Young child mobility functioning around half of the level expected for age.	Unable to walk, wheelchair user. May be able to stand/transfer with support. Able to manoeuvre self at least some of the time in a wheelchair.	Totally dependent on carer for mobility, in wheelchair or buggy and over age 3.
2. Fine Motor	Some difficulty with play, writing or drawing e.g. tremor, unsteadiness, lack of fine control. Young child functioning slightly behind the level expected for age.	Hand movement only with considerable difficulty or requiring aid or assistance. Young child functioning around half the level expected for age.	Mostly unable to use hands effectively but able to use switch systems e.g. to operate toys, computers, wheelchairs or communication aid.	Unable to operate even simple aids or switch systems. Totally dependent on others.
3. Personal Care	Slight difficulties with eating, drinking, washing or dressing but manages independently. Young child functioning slightly behind the level expected for age.	Supervision and/or assistance required for some activities with or without the use of aids. Young child functioning around two thirds of the level expected for age.	Supervision and/or assistance required for most activities most of the time, bearing in mind the child/young person's chronological age	Over five and total care required. No assistance from the child/young person.
4. Continence	Slight difficulties but manages independently. Over five and regularly wets the bed at night. Dry by day.	Over eight with occasional day time wetting. Over five and soils occasionally. Over eleven with regular night time wetting. Possibility of improvement with training	Severe learning disability or severe physical disability with continence unlikely to improve with training and support (behaviour may include smearing).	Older child with a severe learning disability or severe physical disability completely dependent on carer to be clean or dry. No control of either bowel or bladder.

Category	Mild	Moderate	Severe	Profound
		and support.		
5. Hearing & Vision	<i>See Addendum</i>	<i>See Addendum</i>	<i>See Addendum</i>	<i>See Addendum</i>
6. Physical Health	Known persistent disease, under control and only occasionally interfering with everyday activities in a minor way.	Intermittent but regular limitation of normal activities. May interfere with education or development.	Long term severe and significant interference with 'normal' activities associated with a physical and/or learning disability, or life-limiting condition which is degenerative.	Unable to take part in any social or education activities. Total medical/nursing support required.
7. Communication	Delayed language development only.	Delayed and/or disordered language development causing significant difficulty in communication outside the home. Speech supplemented by signing or communication aid. Inability to use speech in a socially interactive manner.	None or very little speech used but able to communicate at least basic needs using speech, signing or communication aids, according to chronological age. For example – severe autism with low IQ and severe sensory dysfunction.	Unable to communicate needs by any method. Unable to use communication aid.
8. Learning	Pre-school child performance slightly behind that expected for age. Education assessment recommends differentiated curriculum or individual or small group support to supplement core subjects. School age child in mainstream.	Pre-school child functions around the level typical of a child who is two thirds of their chronological age. School age child with MLD (mild learning disabilities) and with multiple needs. Education assessment shows attainment outside expected range of levels for Key Stage on a core subject.	Pre-school child functioning around the level typical of a child who is half their chronological age. A school age child or YP who has a Severe Learning or Severe Physical Disability whose Educational Assessment shows that the National Curriculum must be significantly modified to support their Learning needs and who is working significantly below expected levels.	Pre-school child functioning around the level typical of a child who is less than one third of their chronological age. A school age child or YP who has a Severe Learning or Severe Physical Disability whose Educational Assessment shows that the National Curriculum must be totally modified to support their Learning needs and who is working completely below expected levels.

Category	Mild	Moderate	Severe	Profound
9. Behavioural and social interaction	Some behaviour difficulties – mild, transient or infrequent. Can be managed without any special provision.	Behavioural problems severe or frequent enough to require some specialist provision, but not all the time.	Diagnosed physical and/or severe learning disability, or Autism that makes it difficult to function within their family or peer group most of the time without specialist support or provision. This includes where behaviour problems, beyond developmental norms for age and stage, have a detrimental impact on the family's ability to manage, requiring specialist support to prevent family breakdown.	Diagnosed physical and/or severe learning disability, or Autism which significantly affects all aspects of the child or young person's functioning continuously without specialist support or provision. This includes where serious behaviour problems place the child/young person, their siblings and/or carers at a high risk of significant harm.
10. Consciousness	Occasional daytime seizure, up to one per day.	Some seizures most weeks, day or night.	Many seizures on most days and nights. Development or education adversely affected.	In a coma, or intractable seizures in frequent succession.

Addendum – Sensory Impairment

Assessing care and support needs for children who are deaf, visually impaired or deafblind.

The Sensory Team, which is part of the Disabled Children and Young People Service, will offer an assessment to children and young people who have a medical diagnosis of being deaf, visually impaired or deafblind. If the child/young person concerned does not have a medical diagnosis yet, their parent(s)/carer(s) will need to speak to their GP about obtaining this.

End

