

# Application Guidance Short Breaks for 5 – 8 Years Innovation Grant

## Application and Evaluation Guidance

### Content:

- Guidance and further information on completing questions, the criteria your answers will be assessed by and how the questions are weighted regarding level of importance.
- Guidance on how to submit a bid via the online form.
- Guidance on the process and timescales of evaluation.
- Appendix. 1. Disabled children and young people services level of need criteria.

## Application

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

### Privacy Notice:

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

Kent County Council (KCC) recommend that the on-line application form is read in conjunction with this guidance and the Grant 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:**

### **Step by step online application form content:**

#### **NOTE:**

#### **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.

#### **NB: Electronic Copies of documents will be required if the application is successful.**

- Public Liability Insurance £10,000,000.
- Employer Liability Insurance £10,000,000.
- Professional Indemnity Insurance £1,000,000.
- Medical Malpractice £5,000,000.
- 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 of 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.
- Response to COVID-19 policy and risk assessments.

**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.

**Most childcare providers looking after children under the age of 8 years must register with Ofsted unless they qualify for exemption.**

#### **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 what you currently provide, your previous experience of delivering services and the potential impact of local authority funding across the county.

### Scored Questions:

The scoring criteria below will be used to evaluate your responses to the seven questions on the online application form. Pages 4 through 8 of this guide will provide further information about answering the questions and show how the questions are weighted regarding importance.

Score	Scoring Criteria
0	<b>Unacceptable:</b>
	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.
	The response may contain significant gaps, weaknesses, or concerns. Evidence to requirements may be missing, lacking in detail or raise concerns.
1	<b>Poor:</b>
	The response is relevant to the question but has significant gaps, weaknesses, or concerns, supporting detail has not been provided for most requirements. The answer gives limited confidence in the bidder's ability to deliver the requirement.
2	<b>Acceptable:</b>
	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). The answer gives some confidence in the bidder's ability to deliver this requirement.
3	<b>Good:</b>
	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. This answer gives confidence in the bidder's ability to deliver the requirement.
4	<b>Excellent:</b>
	The response covers all specific requirements and is supported by 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. The answer gives a good level of confidence in the bidder's ability to deliver the requirement.

**Q1. Previous Experience:** Developing and running short breaks for age range 5-8 years.

Weighted question 15%

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 in responses to this question
Experience of offering a range of engaging activities for disabled children and young people aged under 8 years of age, in buildings and community-based settings that reflect needs, age appropriateness and interests. <b>Note:</b> Bidders may wish to make use of existing community-based buildings such as school/special schools or community hubs.
Experience of including families' thoughts and views: when planning and evaluating the short break activities. i.e. surveys, interviews, evaluation exercises.
Providing a variety of communication methods for all disabled children and young people, to gather their views, act on their views, and providing them with choices. i.e., use accessible language, use different communication tools, follow the children's lead.

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

Weighted question 15%

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 in responses to this question
The short break programme proposed complements what parents have told us via feedback and evaluation.
Parents/carers, children and young people have told us that they would like the short break activity to provide the following: <ul style="list-style-type: none"><li>• Have readily available short break places to book</li><li>• be affordable</li><li>• be available during school holidays, weekends and after school</li><li>• have services in the right that can meet a range of needs, including services for complex needs</li><li>• cover a variety of activities that engage, challenge, and develop</li></ul>

<ul style="list-style-type: none"> <li>• help children and young people build connections.</li> </ul>
A range of short break activities on offer are appropriate to age and level of need presented by children.
Where the activities will take place, accessibility, use of community provision. i.e., making use of local schools/special schools.
How will the short breaks be advertised to children using accessible communication resources. i.e., Leaflets with accessible images, social media.
A clear referral process that is accessible for both professional and families. i.e., up to date information and details.
Staff/volunteers child ratio based on dependency rating & risk assessment. Relevant staff/volunteers training?
Wider community involvement i.e., use of community resources, local volunteers.

**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 in responses to this question
What governance is in place. Describe the process for planning and agreeing the short break offer within your organisation? i.e., who plans the activities? Who agrees the activities?
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? i.e., how do you evaluate?

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

Weighted question 15%

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.**

<b>What we are looking for in responses to this question</b>
<b>How will you demonstrate:</b> Enable the children and young people attending to have the best start in life?
<b>How will you demonstrate:</b> Having regard to the needs of those parent/ carers who would be unable to continue to care or are able to care more effectively.
<b>How will you demonstrate:</b> Ensure 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.
<b>How will you demonstrate:</b> Children and young people have better physical and mental health.
<b>How will you demonstrate:</b> Kent young people are confident and ambitious with choices and access to work, education, and training opportunities.

**Q5. Measuring Success:** What procedures will you put in place to ensure the success of the proposed short break.

Weighted question 15%

How will you know you are meeting the outcomes? (3,500 characters including spaces)

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

<b>What we are looking for in responses to this question</b>
Use of evaluation with all disabled children, and families as well as evidence of acting on their views. i.e. you said we did.
Can demonstrate good safe practice. i.e., safeguarding procedures, risk assessing and mitigating factors.

Examples of how children, and families have developed connections and friendships with others within the short break activities.

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

Weighted question 10%

How do you view the future of this project? (3,000 characters inclusive of spaces)

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

What we are looking for in responses to this question
How will places be able to be purchased directly by parents/carers?
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 resource? i.e., sharing premises, accessing community provision, special school.

**Q7. Coproduction:** How will you make sure that children and young people will enjoy the activities you provide, feel safe when attending the activities and want to keep attending the activities.

Weighted question 15%

How will you keep children engaged? (2,000 characters inclusive of spaces)

**Note: This question will be scored by children and young people. Please see scoring guidance below.**

What we are looking for in responses to this question
How will you help children to share their thoughts and ideas about the project? i.e., complete evaluations and feedback.
How will you make sure children's views will impact and develop the project? i.e., tangible evidence that children's ideas and made changes.
How will be ensure that children are engaged and want to continue to attend the project? i.e., they have fun, achieve, and show progress.

## Short Break Application Process: Walkthrough

This guide explains the method of how to apply for funds to provide a short break for the age group 5 – 8 years and walks you through the process of applying for a grant using screen shots and descriptions.

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

- Project Logistics
- Funding

Privacy notice	Eligibility	Contact details	Organisation details	Project details	<b>Project logistics</b> ⓘ	Funding
Declaration						

**Logistics**

Short break activity name or working title \*

This is the name of the short break activity you are offering e.g., Dotty Drama & Dance.

Which disabilities will your short break activity be for? \*

<input checked="" type="checkbox"/>	Learning disabilities or physical impairment
<input checked="" type="checkbox"/>	Sensory impairments
<input checked="" type="checkbox"/>	Neurodiversity both with and without a learning disability
<input checked="" type="checkbox"/>	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 options as required.

This relates to the level of need your short break service can provide for and again links to DCYPS criteria of need

What level of need will your project provide short breaks for? \*

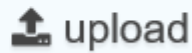
<input checked="" type="checkbox"/>	Mild
<input checked="" type="checkbox"/>	Moderate
<input type="checkbox"/>	Severe
<input type="checkbox"/>	Profound

Children and young people who are referred to short breaks will have needs ranging from mild to profound and may have personal care requirements. Please indicate the level of need this project is targeted at in line with our [Disabled children and young people criteria of need](#).

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 Disabled children and young people services (DCYPS) level of need and ensure the assessment criteria that is used by the services you provide reflects the criteria and language used.



Drop files here to upload -



Attach the service referral criteria using the upload facility.

### Short Break Activity Details:

## About the sessions

- 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" option and state your rationale and details.

### Examples:

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

**Where will the sessions take place?**

Where will your short break activity take place? *	<input type="checkbox"/> Ashford
	<input checked="" type="checkbox"/> Canterbury
	<input type="checkbox"/> Dartford
	<input type="checkbox"/> Dover
	<input type="checkbox"/> Folkestone and Hythe
	<input checked="" type="checkbox"/> Gravesham
	<input checked="" type="checkbox"/> Maidstone
	<input type="checkbox"/> Sevenoaks
	<input type="checkbox"/> Swale
	<input type="checkbox"/> Thanet
	<input type="checkbox"/> Tonbridge and Malling
	<input type="checkbox"/> Tunbridge Wells
	<input type="checkbox"/> County-wide

Please select the district/s that 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.

**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.

## Funding

You can apply for between £500 and £10,000 per district.

How much funding are you applying for from Ashford? \*

How much funding are you applying for from Canterbury? \*

Total amount of funding required \*

£

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.

Total amount of funding required \*

£

What is the overall cost of this short break activity? \*

£

The form will automatically calculate the overall bid for you for the short break activity. However please clarify the amount by completing the amount above.

How much will you charge parents per hour? \*

£

## Evaluation of Short Break Project Bid Submissions

### Evaluation Process: The closing date is 12 noon on 16 September 2022.

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:

### Stage1

1. Panel Member sign Declaration of Interest.
2. Panel members read applications.
3. Panel discussion of individual applications with scores awarded.
4. Scores over **60%** transferred to final scores sheet 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](mailto:commissioningfordisabledchildren@kent.gov.uk)

## Additional funding from Reconnect

If this short break bid is successful, you may be eligible for funding from the Reconnect programme if it is used to deliver additional sessions on top of the short break activities described in this bid. The activities will also need to take place before the end of August 2023.

**Note:** If your short break bid is approved and you have also been approved for further reconnect funding it is essential that the funds are treated separately and used to fund separate activities. It must not be used to bridge gaps within activities already funded via KCC. Successful bids to Reconnect will be asked to evidence additional activities by providing dates and details of events.

What additional short break activities are you proposing? *
Max 3,000 characters
<input type="text"/>
How much Reconnect funding would you like to apply for? *
Max £3,000
£ <input type="text"/>

Please explain what additional activities you are proposing on top of the activities you have submitted in this short break grant bid and how much the additional activities will cost.

**Please Note:** If you are submitting more than one short break bid you only need to submit the Reconnect additional information once.

## 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. During the assessment process, expected milestones will be considered according to the child/young person's chronological age.

	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 three.	
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 and support.	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.	
5	Sensory Hearing and Vision	Children and young people and their families requiring assessment and support where the primary need relates to the child or				

		young person's Visual, Hearing or Multi-Sensory Impairments, which may be in conjunction with other impairments or disabilities.			
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 young person 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 young person 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.
9	Behavioural and social interaction	Some behaviour difficulties – mild, transient, or infrequent.	Behavioural problems severe or frequent enough to require some specialist	Diagnosed physical and/or severe learning disability, or Autism that makes it difficult	Diagnosed physical and/or severe learning disability, or Autism which

		Can be managed without any special provision.	provision, but not all the time.	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.	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.

**End**

