

## **Children with Disabilities (CwD) Service: Criteria for Assessment and Support (January 2023)**

The needs of many disabled children and young people can be met through the duties placed on local authorities to provide information, advice and guidance to families, for example, through Lancashire's Local Offer for Children and Young People with SEND; and by universal and additional services provided by statutory, voluntary and private sectors.

Disabled children and young people under 18, are considered 'children in need' under the Children Act 1989. Parent carers of disabled children and young people can request an assessment of need by children's services. This social work assessment will identify a child or young person's needs, alongside the needs of the whole family. The assessment will identify any unmet social care needs and consider how these needs can best be supported.

Children and young people with severe and profound disabilities will be assessed and supported by the Children with Disabilities Service. Children and young people with mild and moderate disabilities will be assessed and supported by workers within other Children's Social Care Services. This will maximise children and young people's inclusion and avoid labelling or unnecessary dependence on specialist services.

The Children with Disabilities (CwD) Service are a specialist team. Appropriate referrals to the service include children and young people aged 0 – 17 who have a lifelong:

- severe or profound learning disability
- complex health needs
- severe or profound physical disability
- severe sensory impairment

Children and young people must have received these diagnoses from a doctor, consultant or psychologist as appropriate

The CWD team will not routinely work with:

- A child who has a diagnosis of Asperger's syndrome or ADHD unless this is linked to a severe learning disability or other complex impairment
- Children with a medical condition which is not severe, profound or lifelong
- Children with social, emotional and behavioural difficulties

The following guidance can be used to consider a child or young person's level of need against the criteria above:

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

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	Over five and regularly wets the bed at night. Dry by day.	Over five and soils occasionally.  Over eleven with regular night-time wetting. Possibility of improvement with training and support.	improve with training and support (behaviour may include smearing).	completely dependent on carer to be clean or dry.  No control of either bowel or bladder.
<b>5. Hearing &amp; Vision</b>  The NatSiP (National Sensory Impairment Partnership) criteria have been used to indicate mild, moderate, severe and profound hearing loss, vision loss and multi-sensory impairment  <a href="#">NatSiP Eligibility Criteria.pdf</a>	<b>Hearing Loss:</b> Unaided threshold 21-40 dBHL	<b>Hearing Loss:</b> Unaided threshold 41-70 dBHL	<b>Hearing Loss:</b> Unaided threshold 71-95 dBHL	<b>Hearing Loss:</b> Unaided threshold in excess of 95 dBHL
	<b>Vision Loss:</b> Dual impairment with a mild loss in both modalities.	<b>Vision Loss:</b> Dual impairment with a moderate loss in both or the most affected modality	<b>Vision Loss:</b> Dual impairment with a severe loss in both or the most affected modality	<b>Vision Loss:</b> Dual impairment with a profound loss in both or the most affected modality
	Multi-sensory impairment is defined as diagnosed vision and hearing impairments with at least a mild loss in each modality – The Children with Disabilities Team will undertake assessments of all children and young people with multi-sensory impairment (MSI) in partnership with Specialist Teaching Service MSI Specialist Teacher.  The assessment of need will inform the support to be provided and which team in Social Care or Early Help is the best team to provide this support.			
<b>6. Physical Health</b>	Known persistent disease, under control and only occasionally interfering with	Intermittent but regular limitation of normal activities. May interfere	Long term severe, complex and significant interference with 'normal' activities associated with a physical	Unable to take part in any social or education activities. Total

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	everyday activities in a minor way.	with education or development.	and/or learning disability, or life-long or life-limiting condition which is degenerative.	medical/nursing support required.
<b>7. Communication</b>	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.
<b>8. Learning</b>	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	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

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			significantly below expected levels.	who is working completely below expected levels.
<b>9. Behavioural and social interaction</b>	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 at all the time.	Diagnosed physical and/or severe learning disability that makes it difficult to function within their family or peer group most of the time unless special provision is made. This does not include children with Autism or ADHD unless accompanied by a severe learning disability.	Diagnosed physical and/or severe learning disability affecting all aspects of the child's functioning and behaviour that places child and carers at risk.