Self-directed Support and Children

Children in Scotland and Providers & Personalisation
Welcome
Sara Collier
Policy Officer
Children in Scotland
“The quality of life of people who require care and support is improved through increased choice and control over the support they receive.”
Craig Flunkert
SDS Policy Team
Scottish Government
Self-directed Support and Children
Update on the Act, the Statutory Guidance and the Regulations

Craig Flunkert
Self-directed Support Team
Scottish Government

Consultation 2013
The vision for self-directed support and children in Scotland

The quality of life of children who require care or support is improved through increased choice and control over the support they receive.
Background – **self-directed support**

- Long-term developments in policy and practice
- Independent living
- Rising expectations – with self-directed support as one response
- National strategy 2010 – 2020
- Values and principles statement 2013
- Social Care (Self-directed Support) Scotland Act 2013
- Framework of guidance and regulations
- National investment fund £40m over 4 years to:
  - local authorities
  - Providers
  - information and support organisations
  - workforce development and training

...this funding **includes projects on children and families and transitions**
Background – **children and self-directed support**

“SDS is relevant to all ages. Whilst much of the focus of the strategy has been on support for adults, implementation activity will need to build on the limited progress to date in providing direct payments for children and families.” *National strategy on self-directed support, 2010*

**Children’s disability services...**

- Less experience in *releasing funds* to individuals
- It *can* work and there are examples out there!

**Children’s policy and practice more widely...**

- Strong foundation in outcome-focused practice, joint working
- GIRFEC/SHANARRI: “seamless, co-ordinated support built around personal outcomes for the child”
- Children and Young People Bill – “child at the centre”, single plan, named person
- Lack of awareness of self-directed support and contribution it can play
Questions, questions, questions
• What does this mean for children and families?
• How do we do this?
• How will social services approach things in our area?
• What does this mean for our organisation, or staff and structures?
• What about risk – how do we identify and manage risks under direct payment and individual service fund arrangements?
• Are there untapped opportunities, for instance, in relation to transition?
• How wide is the scope? Children’s social care, or wider children’s social work?
Background – *children and self-directed support*

**Opportunities, opportunities, opportunities**

- Assessment and support plans based on personal outcomes
- Greater choice, control and flexibility for children/families
- The opportunity for a new conversation, new solutions
- Transition from children’s to adult’s services
- Combined health and social care individual budgets for children with complex needs
the Act

the Regulations

The statutory guidance
The SDS Act 2013 - children

Legal basis for the provision of choice to individuals as part of their social care assessment

- Applies to adults (Section 12A, Social Work (Scotland) Act 1968) and children provided with support under Section 22, Children (Scotland) Act 1995
- General principles of assessment – collaboration, informed choice, involvement, participation and dignity – applies to children
- Duty to provide 4 options and to “give effect to” the person’s choice (the options being direct payment, “directing the available support/resource”, council-arranged provision and “mix and match”) – applies to children
- Duty to explain “nature and effect” of the choices – applies to children
- Duty to signpost to sources of information other than the authority – applies to children
- Power to provide support to carers following carers assessment – applies to young carers (as a duty) via Section 22
- Regulation-making powers and power to issue statutory guidance
- Due to come into effect April 2014
The SDS Act 2013

...more on children

• For under 16s – taking account of the “maturity of the child” give the child the opportunity to express a view regarding the options

• Take into account the child’s view

• For children aged 16 and over – the child decides, the child directs their support
The Regulations - children

- Employment of family members via a direct payment Council powers to terminate a DP
- Payment of the DP “gross” and “net”
- Exclusions

Children

- Scope of the SDS choices - Should there be any exemptions to choice over children’s support? Social care / social work. Scottish Ministers: “exemptions to choice should only happen where they are fully justified”.
- Are there further opportunities to pursue in relation to greater choice, control and flexibility around “children in need” support beyond disabled children only?
The draft statutory guidance

Purpose
1) To describe the meaning and intention behind the legal duties
2) To build a bridge between policy aims, legal duties and “real life” practice

Target audience
Those on whom the duties are imposed—i.e., local authority social workers and (where applicable) health professionals—though all partners have a valid interest in shaping the guidance!

…and so the guidance should be
• meaningful
• comprehensive
• helpful

Section 9.1 in the draft guidance covers children and families
Draft statutory guidance – the content

- Roles and responsibilities – incl. children/families
- The person’s pathway – incl. children/families
- Values and principles – incl. children/families
- Determining a person’s eligibility for support – incl. children/families
- “Assessment” – what it means and how it should be done – incl. children/families
- Support planning – incl. children/families
- The choices available to the person – the 4 options – incl. children/families
- Risk assessment and enablement – incl. children/families
- Monitoring and review – incl. children/families
- “Facilitating choice” – commissioning and ensuring variety – incl. children/families
- Role of the NHS and health professionals – incl. children/families
- **Children and families**
  - “Assistance” – supported decision-making – incl. children/families
  - Carers – incl. children/families
  - Direct payments – incl. children/families
  - Wider legal duties and where/how the duties on choice fit in – incl. children/families
The guidance framework...and children
To sum up...

Aspects unique to children and families...
• Less experience in the “mechanisms” of SDS - giving the control to children/families – but plenty examples still!!!
• Good grounding in outcome-based practice
• Legal and practice basis for collaboration between professionals – GIRFEC, Children’s Bill
• How will this “link up” with the Children and Young People Bill?

Aspects in common with adult’s support...
• What does SDS mean for providers?
• Information, support and advocacy
• Service provision – block-based to individualised support
• Opportunities to develop new conversations, new solutions
• Need for clarity – the scope of the duties on SDS
• Need for a culture shift - social care practice / commissioning / risk
The consultation – your opportunity to get involved

Deadline: 10 July 2013
Go online: http://www.scotland.gov.uk/Publications/2013/04/7003
Easy read versions are available from the website!

E-mail your responses to: selfdirectedsupport@scotland.gsi.gov.uk

Send your responses in the post to:
Adam Milne
Self-directed support Team,
Room 2ER,
St Andrew's House,
Regent Road,
Edinburgh,
EH1 3DG
Any questions?
Parents share their experiences

Clare Dooley, Lothian Centre for Inclusive Living (LCiL)

Claire O’Neil, Sense Scotland
Any questions?
Create a Mind Map

Self Directed Support and Children

You have 10 mins
Discussion

1. At your tables consider the statements on the handout.
2. Do you agree/disagree?
3. Where has your view come from?

You have 10 mins
Keith Etherington
In Control Scotland
First Steps for SDS and Children
Building a new relationship with children, young people and families

First steps and next steps for self-directed support with children, young people and families

Providers and Personalisation and Children in Scotland event - June 2013
Why self – directed support?

Change in practice to improve lives: A whole system change so that children and families are able to direct and be in control of the - how, when, in what way and by whom - they are supported

Change in policy and strategy - The words used to describe the four options that people will have under the 2013 Act and new duties for all local authorities
A starting point for self-directed support with children and families

Children, young people and families = **Big similarities**

Children, young people and families — **small differences**

‘The essential doesn’t change’
Child and family at the centre
A whole system of support, opportunity and activities - where does self directed support fit?

Individual budget/self-directed support
Funding allocated when a child or young person's support needs/outcomes cannot be met without individual and additional investment
Self directed support – 7 steps for children and families

1. Need some help
2. What resources have I got?
3. Making a plan
4. Agreeing the plan
5. Managing my support
6. Living my life
7. Review, change, agree

£

Individual Budget
A set of simple questions which allocate an 'indicative budget'. The indicative budget will be used to inform the drawing up of the support plan.
A focus on outcomes

To be safe

To be healthy

To achieve etc

.....unifies activity, funding and effort
.....moves from prescribed ways of meetings needs to supporting flexible outcomes
focused solutions and support
Taking the First Steps

- Funded by the Scottish Government as part of the support to introduce self-directed support
- A safe way to test out a way of doing things
- Work in three local authorities last year - Highland, North Lanarkshire and West Dunbartonshire – 6 more in 2013
- Identify a group of children and families and support them to plan and think differently about what they might do with a small 'practice' budget of £200 during the holidays
- Gather their stories and photographs and share with everyone
- Involve lots of different people so that everyone gets an idea of what self-directed support actually means in action
Here’s how one authority started

- Focus on achieving what’s important – using the SHANARRI wellbeing indicators
- Need a new different resource assessment – adult processes doesn’t work with children
- Planning with a year’s budget can be a bit daunting
- Start small, build up and learn together
Simple information and developing a plan

A straightforward plan showing how the child/young person is going to spend the money and what difference it will make.
Putting a support plan together

Good day
What I bring – resources to help
Bad day
Dreaming - best day imaginable
What are we going to spend money on
How is the money going to be managed
What will this help me achieve (outcomes)
What sort of things could children/young people do?

Fun activities and days out – Edinburgh zoo/tattoo; boat/train trips, using a family railcard, skate park

Sport – swimming lessons, horse riding, Olympics!

Equipment – slides, swings, bouncy castle, bike, tent, short break

Learning a new skills – short summer course, pamper session, driving lessons, computer software

Using Groupon vouchers, DJ equipment, photo portfolio, fish tank

Anything that is linked to achieving wellbeing indicators
What some families said last year

‘Amazing for such a small amount of money’
‘Everyone’s confidence has grown so much’
‘Really proud of him because he was proud of himself’
‘Not the usual rollercoaster of a holiday’
‘There was a knock on effect for the whole family’
‘We had flexibility in picking staff’
‘It’s the first 6 week holiday I have enjoyed....and he is 16 years old’
Next steps

Keep working together

Maintaining momentum and motivation with a group of children, young people and families

Developing a way of allocating resources based on achieving the SHANARRI wellbeing indicators

Children, young people and families taking control – planning and directing the whole resource

Developing confidence in support planning

Provider development and change – a new deal
So- a starting point for self-directed support with children and families

• Self-directed support is for everyone, but...
• Self-directed support is essentially about a shift of power and requires cultural change
• Self-directed support is not something you get, it is something you do – an active not a passive process
• Self-directed support is about support and services that make sense to the child, young person and family
Our Vision

A Scotland where all young people leaving care and older people with dementia and their carers:

• enjoy high quality lives
• are valued as full and equal citizens
• are supported through person-centred services that meet their physical, mental, social and emotional needs and helps them, and their families, overcome the challenges they face.
Our Mission

Drive transformation in the lives of vulnerable groups who experience poor quality of life compared with their peers:

• People with dementia and their carers
• Young care leavers.

We want to work with others to bring about lasting change embedded in policy, practice, structures and culture.
How are we different?

• We don’t want to do ‘more of the same’

• We are prepared to take some risks and want to invest in new ideas

• We are committed to meaningful involvement and influence of young people who have experience of the care system and people with dementia and their carers and

• We are open for business!
## iFive programme

<table>
<thead>
<tr>
<th>iFive</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Infrastructure</strong></td>
<td>Large scale investment in ‘Whole Place’ demonstrator sites for young care leavers and ‘Dementia Enabled Towns’ for people diagnosed with dementia and their carers.</td>
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<tr>
<td><strong>Initiative</strong></td>
<td>Investment in development of innovative ideas which emerged from the consultation phase.</td>
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<tr>
<td><strong>Individual</strong></td>
<td>Grant awards for individuals targeted at addressing beneficiary needs.</td>
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<tr>
<td><strong>Innovations</strong></td>
<td>A mixture of grant awards and tendered activity to further develop existing practice around specific themes for each beneficiary group</td>
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<tr>
<td><strong>Insights</strong></td>
<td>Research, specific evaluation and learning, campaigning and profile raising for each of the investment areas. Long term longitudinal panel study for both dementia and care leaver strands.</td>
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Self Directed Support for Young Care Leavers

Shona Ulrichsen
Head of Business Development

Who Cares? Scotland
18 June 2013
LCT- Care Leavers Group

Life Changes Trust October 2011
Looking Back to the future!
Self Directed Support for Young Care Leavers

Individual budgets:

What for?
How much?
What’s the process?
Support?

Trust budgets
Self Directed Support for Young Care Leavers

7 Principles

- Flexible
- Integrated
- Clearly communicated
- Embedded
- Informed
- Supported
- Open minded
Self Directed Support for Young Care Leavers

Some questions:

How does the current funding environment impact on self directed support for care leavers?

How do we balance early intervention Vs priority need?

How will the new legislation impact on this beneficiary group?
Self Directed Support for Young Care Leavers

Q & A
Any questions?
Lunch Back at 1.30pm
Self-directed Support: Access to independent advice and support for children, young people and their families

Sara Collier
Stage 1 - 2013

- Review the current availability of independent advice and support
- Review current literature on preferences around advice and support
- Raise awareness of the range of support available to children and families
Independent support is:

“support which:

• Enables the person to make an informed decision about how they wish to use Self-Directed Support funding;
• May assist them to manage such funding and how it is used on a day-to-day basis; and
• May provide relevant support services; such as training or peer support opportunities; but which
  • Does not provide ‘hands-on’ care or related tasks as a ‘care provider’ and
• Which does not have a vested interest (financial or otherwise) in how the person chooses to use their Self-Directed Support budget.”

Evaluation Support Scotland, 2013
Review the current availability of independent advice and support

- Survey of independent support organisations, service providers, general information services, local coordinators and Local Authority leads.
Independent support and advice organisations

- Around 50% directly providing young people with information
- ‘Occasionally’ asked about SDS for children and young people
- Needed more information on SDS and children
Providers/potential providers

- 15 of 21 respondents providing services
- ‘Occasionally’ asked about SDS
  - Signposting
- More information on SDS and children
Organisations providing general information and support to children, young people and families in Scotland

- ‘Occasionally’ asked about SDS
- Signposting
- More information required
Local Coordinators

- ‘Frequently’ asked about SDS
  - Signposting
- 50% wanted more information
  - Wish to be connected
Local Authority Leads for SDS

- Development work
- Signposting
- Frequently/Occasionally asked about SDS
- Good practice examples
Findings

- Occasionally asked about SDS
  - Signposting
  - Information required
- Planning and preparation
Next steps

- Stage 1 write up
- Consultation and engagement with:
  - Children and Young People
  - Parents
  - Providers and Professionals
- Awareness raising and capacity building
- SDS user guide
- Guidance and regulations consultation
Workshop Discussions

Back here at 3.00pm
Final thoughts, comments, questions.

Don’t forget to fill in your evaluation forms.