

Self-directed Support Children and families module



Welcome

Making connections



Paired conversations:

- What does choice and control mean to you in your day-to-day life?
- What decision about yourself do you make on a daily basis?
- What would you do if these choices were removed or restricted?

Learning Objectives

- Gain an understanding of the statutory values and principles of the new Act
- Explore how practitioners within Children and Families should interpret their 2013 Act duties in relation to the wider or “core” duties under the 1995 Act.
- Gain further understanding of the wider context of self-directed support
- Share learning of creative and innovative ways of working

Self-directed Support Act – the journey

- Concept not new –been around for over 20 years
- Originally driven by the independence movement, community care, Children (Scotland) 1995, Modernising social work 1999 (More of the same won't work), Changing Lives 2001
- Direct Payments were available since 2003 (for all)
- Self-Directed Support 10 year strategy 2010 Christie Report 2011 (this included working with children and families – so not new)
- And now the Act... Published in 2013 for implementation April 2014

Scotland's Vision for Self-directed Support

'The quality of life for people who require care or support is improved through increased choice and control over the support they receive'

'deliver better outcomes through focused assessment and review, improved information and advice, and a clear and transparent approach to support planning.... Implementation will also bring a focus to the development of self-directed support for children and young people alongside GIRFEC...'

Myth Buster!

True? False? or not sure?

Lets see how it goes....

**Self-directed Support is only for children
and young people with disabilities**





FALSE

The new legislation relates to everyone

- Children and 'children in need' under Section 22
- young people
- adults
- carers

**Only young people over 18 can direct
their own support**



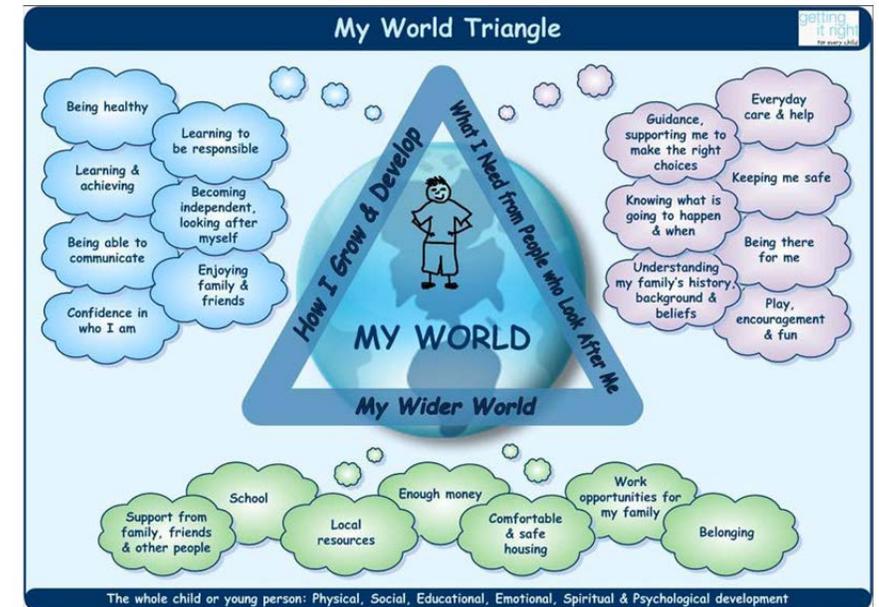
FALSE

If the young person eligible for support is 16 or older they will have a right to make decision about their support

Self-directed Support fits well with Getting It Right For Every Child



GIRFEC: My World Triangle





Informed choice

Dignity & Respect

Involvement

Choice

Self-directed Support requires an additional care plan for children and young people





'One Child' - 'One Plan'

**Creative use of budgets can't be used where
there are elements of risk**



FALSE

Decisions about safeguarding and promoting a child's welfare continues to require the skilful exercise of:

- Professional judgement
- Effective supervision and support
- Working within the context of the legislation and the local authority's policies, procedures and standards

Self-directed Support will lead to a misuse of direct payments/individual budgets



FALSE

From the pilots, test sites and 'first steps' programmes there has been no evidence of the money being misused.

If an individual budget is agreed, the money can be spent on anything



FALSE

No, the money must be spent to improve personal outcomes as agreed within the assessment & support planning stage.

**Self-directed Support can help achieve better
outcomes within transition**





Informed choice

Dignity & Respect

Involvement

Choice

Self-directed Support is about budget cuts



FALSE

It is about better outcomes for people who have support needs

**Only those who work in social care need to know
about Self-directed Support**



FALSE

No – all who work with children, young people and their families should be aware of Self-directed Support

Everyone can get access to an individual budget



FALSE

It needs to be informed by assessment and through eligibility criteria.
(There are some restrictions).

Respect

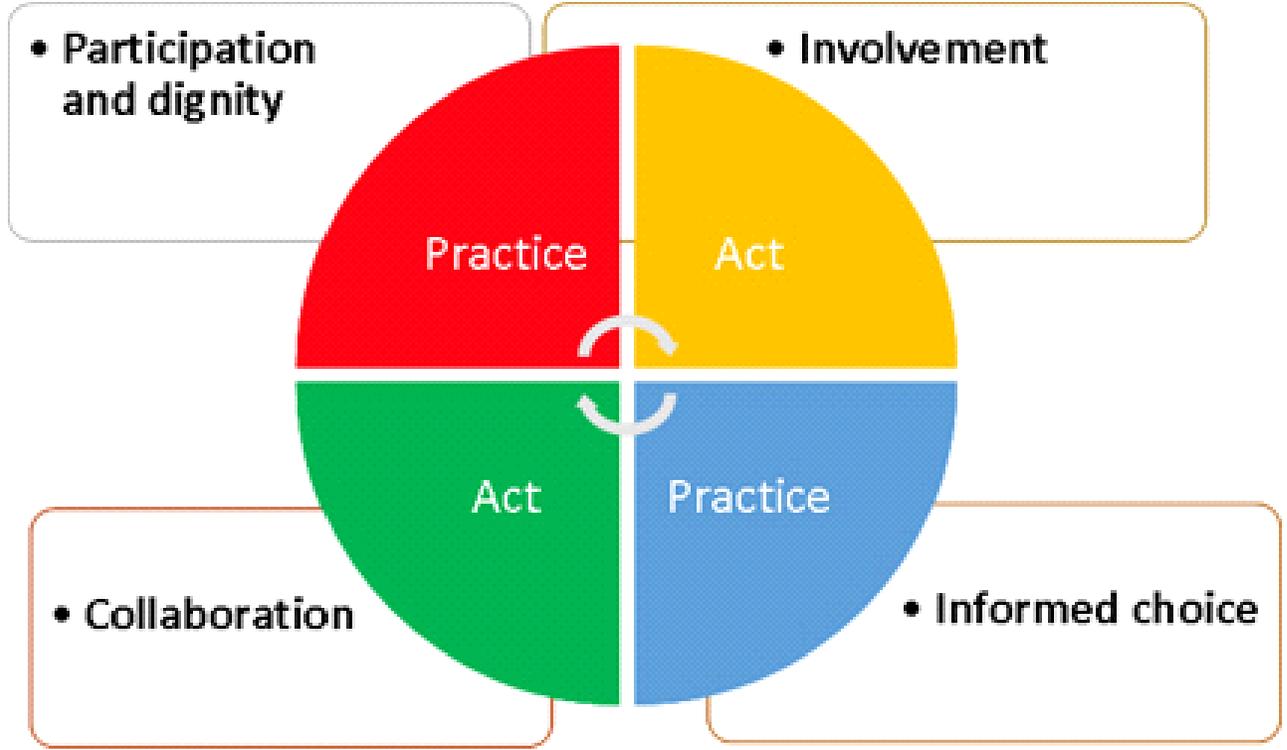
Fairness

Independence

Safety

Freedom

Statutory Values and Principles of the Act



The Legislative Framework

**Children's
Hearings
(Scotland)
Act 2011**

**Children
(Scotland)
Act 1995**

**Social Care
(Self Directed
Support)
(Scotland) Act
2013**

GIRFEC

**Additional
Support for
Learning
Act 2004
(Updated 2009)**

**Children &
Young
People
(Scotland)
Act (2014)**

New Duties

- Have regard to the general principles set out in the Act during assessment and in the provision of support (for all new assessments after 1st April 2014)
- Duty to offer 4 choices to persons assessed **as eligible** for funded support as to how that support is delivered

The ④ Options

Option 1 - direct payment

Option 2 - the person directs the available support

Option 3 - the local authority arranges the support

Option 4 - a mix of the above

New Duties continued....

- Explain the 'nature and effect' of each option
- Provide information, assistance and support – to express views

New Power - Adult Carers

- Current legislation gives carers of a disabled child or an adult the right to an assessment of their own needs as a carer.
- The new Act provides a further power for professionals to consider the conclusions of the assessment and provide support, if it is determined this is required, to help person sustain their caring role
- If eligible for funded support carers should be offered the 4 options
- The values and principles of the Act apply to carers in assessment and when arranging support if that is agreed

Are there exceptions?

- Local authority have discretionary powers not to offer option 1 and 4 in these circumstances:
- **People in Residential Care (Option 1)**
- **People whose safety is at risk (Option 1 or 4)**
- There is additional discretion in relation to certain “forms of support” and access to all 4 options - i.e. foster care

New duties for organisations

- Local authorities must take steps to promote the availability of the options for Self-directed Support (section 19(1))
- Local authorities must in so far as is reasonably practicable, promote a variety of providers of support and a variety of support (section 19(2))



Coffee

So what changes?

- Assessment and planning will be more outcome focused
- The person will have greater choice and control in designing and directing their support
- Transparency in the way budgets are calculated
- 4 options will be offered to how eligible support is made available
- Providers need to be more flexible and responsive to individual needs
- Local authorities need to change the way services are commissioned

What remains the same?

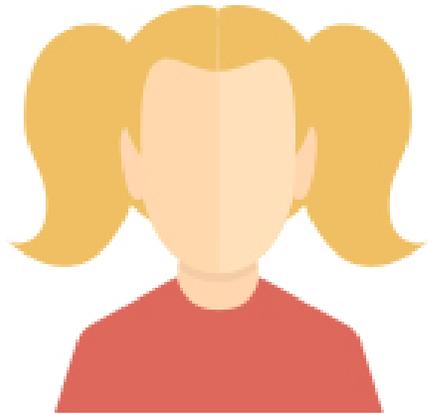
- Duties to safeguard and promote the welfare of children (Section 22 Children (Scotland) Act 1995)
- Duties in relation to children affected by disability (Section 23 -24: Children (Scotland) Act 1995)
- Duty to assess carers of children and young people with a disability if requested (Section 24 Children (Scotland) Act 1995)
- Duty to provide a written care plan for a child who is Looked After & Accommodated

What the duties, values and principles mean in practice

- Starting point is that “person is expert” in their own situation
- Practice (assessment and engagement) and organisational approaches need to reflect this
- Commissioning arrangements need to be tailored to person –unique to individual?
- Process and decision making will require to be transparent for people and for practitioners
- Future service design must be through partnership/collaboration
- Information must be available and in accessible format for people
- this will include review, budget, resource distribution, eligibility criteria impact of other duties and responsibilities

Activity 1

Rachel's story - The **4** Options



You will be given an option to discuss using Rachel's story.

Take 10 minutes to think through the implications of that option and put a 'case' together about why this might be the best option for Rachel and meet her outcomes.

Each group will have an opportunity to 'pitch' their 'case'.

Involving children, young people and their families

The new Act places a further emphasis to ensure the child, young person and their family:

- Is as well informed as possible
- Has the opportunity to participate and engage from design to delivery
- Has the opportunity to be as involved as they wish
- To have the opportunity to work in partnership and 'co-produce' from design to delivery

Some considerations...

- Has the child / young person been asked how they wish to express their views
- Format of information
- Age, stage and understanding
- Communication tools
- Advocacy, informal – formal
- Relationship with worker

Self-directed Support and Section 22

- The duty of care remains the paramount consideration (Child Protection must always take priority)
- The Self-directed Support Act strengthens the value based framework for engaging with children, young people and their carers (including those subject to compulsory measures of care)
- Within short-term based Child Protection intervention - the offering of the 4 options was not the intention of the Act
- Where professional judgement outlines long-term support the individual/ parent can direct their own support
- The Act places further emphasis on the importance of the child being at the centre of decision making

Self-directed Support and Section 23

- The duty of care remains the paramount consideration – (Child Protection must always take priority)
- Where a child / young person has longer term needs a balance between recognition of carer responsibility and the rights of the young person is essential within planning
- Self-directed Support involves determination of fair and transparent criteria to access an individual budget.
- The child / young person should receive as much support as required to contribute to or make decisions about their support within the assessment and support planning stages

Some views from those who took part in the 'First Steps' project

Families had a shift in thinking - an understanding that they knew best what worked"

"Being handed trust and control doesn't happen often if you have a disabled child"

"So they give you funding, but you get a choice to use what your funding is for. It's me, it's not anyone else and I thought well that's great because no-one understands my child like I do and I know the way this would benefit her and make her have more happy days."

**“ Be creative – try
different things!”**

**“We’re worth
it!”**

**“I got a
real
SAY”**

**“Go on – lets get
started!”**

**“Don’t give up – things
that are worth doing are
often hard work”**

**“It gives you more ideas
about what you can do”**

Benefits of using Self-directed Support with children, young people and their families/carers

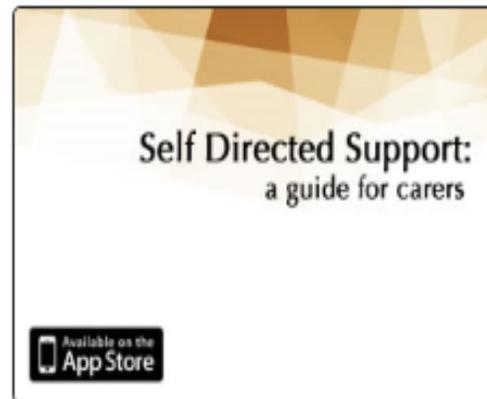
- Offer creative and practical solutions that are needed in order to fit in with the complexities of families' daily lives.
- Further promote partnership working with individuals, carers, agencies and the community.
- Enhance an active approach to listening to children and young people and involving them and their parents/carers in decision-making and shaping their support.
- Support providers to respond with services more tailored and helpful to individuals, taking regard to issues of race, language, religion, culture along with need, circumstance and personality
- Encourage young people to become active citizens and take responsibility where appropriate

Self Directed Support: *national guides*

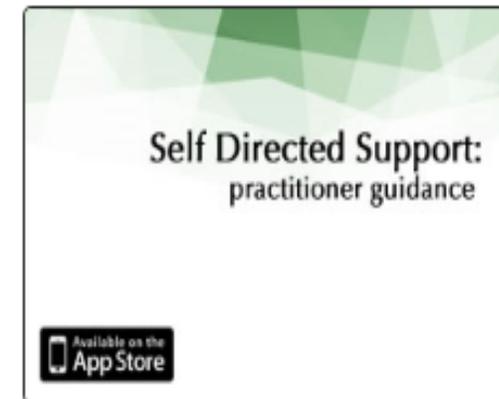
Other formats and resources ...



Service Users - Click here to get the best practice guide for your iPad. A printable PDF version is also available, [here](#).



Carers - Click here to get the best practice guide for your iPad. A printable PDF version is also available, [here](#).



Practitioners - Click here to get the best practice guide for your iPad. A printable PDF version is also available, [here](#).

<https://itunes.apple.com/gb/app/sds-my-choice/id839514913?mt=8>



Questions



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