



# Children and Families



## Introduction and scope

This module has been developed by Social Work Scotland through consultation with councils, supported people, carers and other partner organisations.

The resource can be used in its current format or can be adapted to fit local requirements and priorities. Facilitation notes are provided. We recommend anyone intending delivering this learning session familiarises themselves with the Self-directed Support Act and guidance as well as local implementation.

All slides, notes for facilitators, group exercises and case studies, can be downloaded from the Social Work Scotland website.

This module can be delivered as a stand-alone session or in combination with the other modules available. Other modules in this series are:

- Awareness raising
- Legal duties
- Use of Direct Payments to employ a family members

## Overview

This module aims to support delegates gain greater understanding of how they should interpret their 2013 Act duties in relation to the wider or “core” duties under the 1995 Act. It offers an opportunity to gain a further understanding of the wider context of Self-directed Support and its impact on practice as well as providing time to share and discuss experiences, identifying creative and innovative ways of working with children, young people and their families.

The course will provide opportunity to reflect on the benefits of using a Self-directed Support approach when safeguarding and promoting the well-being of children and young people.



## Content

### **The session will:**

- Provide a brief historical overview of the journey to the new Act.
- Debunk some myths that exist around Self-directed Support.
- Explore some of the benefits and challenges of using a Self-directed Support approach with children and their families.
- Explore implications for practice.

## Learning Objectives

### **Participants will:**

- Gain an understanding of the statutory values and principles of the new Act.
- Explore how to interpret their 2013 Act duties in relation to the wider or “core” duties under the 1995 Act.
- Gain greater understanding of the wider context of Self-directed Support.
- Share learning of creative and innovative practice.

## Intended audience

- Frontline practitioners working with children and families, supervisors, managers and team leaders.
- Provider agencies, named and lead professionals within health and education.
- Practitioners who have a role in transition in children’s services.

## Materials needed

- PowerPoint slides
- Flipchart paper and pens (groups exercises)
- Rachel’s story handout
- 4 options Hand-out - Rachel’s story



## Making connections

Invite participants to have a paired conversation about what choice and control means to them in their day to day life. Use the following questions:

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

### **Purpose:**

The aim of this exercise to get people thinking and talking about what this feels like and to explore the value of choice and control in our lives.

Hopefully the group will start thinking about what it may feel like to have others decide or control what is important in day to day life?

It is important to highlight that people who use services or require support often feel/experience this loss of control on a daily basis.

### **Some examples people should come up with may include:**

Money, where you live, who you live with, who you see and when, how do you decide - is it planned or a whim, what to eat, drink, when to go to bed, daily routines, how to spend your time.



## Activity 1 - Rachel's story

Using Rachel's story and the 4 options hand out – split participants into four groups and give each group a copy of Rachel's story and one of the 4 options to consider. Invite each 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' as to why their chosen option would be the best choice for Rachel.

### **Purpose:**

Purpose of exercise is to apply knowledge of the 4 options and check how they link to the well-being indicators.

This will help staff identify how Self-directed Support principles work in practice. For example supporting a child to express choice, make informed decisions etc. Regardless of whatever options she chooses – her well-being outcomes will still be met. This exercise re-enforces that all 4 options are equally valid and support under all of the options should strive to be as personalised as possible.



## Suggested programme and timings

Welcome, introduction & house keeping	Slide 2	5 mins
Making connections	Slide 3	10 mins
Learning Objectives	Slide 4	5 mins
Self-directed Support Act – the journey Scotland’s Vision for Self-directed Support	Slides 5 & 6	5 mins
Myth Buster	Slides 7 - 29	20 mins
Statutory Values and Principles of the Act	Slide 30	5 mins
The Legislative Framework	Slides 31	5 mins
New duties	Slide 32	5 mins
The 4 options	Slides 33	15 mins
New duties continued	Slide 34	5 mins
New power - Adult Carers	Slide 35	5 mins
Are there expectations?	Slide 36	5 mins
New duties for organisations	Slide 37	5 mins
Coffee break	Slide 38	30 mins
So what changes and what stays the same	Slides 39 - 40	5 mins
What the duties, values and principles mean in practice	Slide 41	5 mins
Activity 1 - Rachel’s story	Slide 42	30 mins
Involving children, young people and their families	Slide 43	5 mins



Self-directed Support and Section 22 & 23	Slides 44 - 45	5 mins
Some views from those who took part in the 'First Steps' project	Slide 46 - 47	5 mins
Benefits of using Self-directed Support with children, young people and their families/carers	Slide 48	10 mins
Suggested links	Slide 49	5 mins
Q & A	Slide 50	15 mins