



South Gloucestershire Council

Changes to services for children and young people with special educational needs or disabilities

December 2013

Background

The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

The Children and Families Bill 2013 was introduced to Parliament in February 2013 with royal assent expected in April 2014 and implementation from September 2014. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan
- extending rights and protections to young people in further education and training
- offering families personal budgets so that they have more control over the support they need
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs
- requiring local authorities to publish a 'local offer' of support.

Introduction

The current arrangement for support for children and young people with special educational needs or disabilities is through a variety of different teams in both children's and adults' departments. Having brought together all our 'people' related services into a single Children, Adults and Health department earlier this year, South Gloucestershire Council is able to be more effective and joined-up in our planning and delivery in these areas and we want to build upon this to provide an improved service for these children and young people.

We want to use this opportunity to not only meet the legislative changes of the Children and Families Bill (2013) but to also improve the journey through life for children and young people with special educational needs or disabilities supporting them through all the developmental stages of their lives from birth through to adulthood to encourage their aspirations and plan for what they will achieve in the future.

This document sets out how South Gloucestershire Council proposes to meet the changes set out by the Bill and outlines what our new service could mean for local children and young people with special educational needs or disabilities, their families, the people that work with them and the future services and support that will be available.

We plan to develop a 0-25 service for children and young people with special educational needs or disabilities that removes barriers to fulfilling potential, and is developed taking into account the views of those children, young people and their families. By developing a 0-25 year service we aim to ensure stability for young people specifically at times of significant change such as when they leave school and move on to adult education.

Reading this document will inform you how we plan to:

- work with health and care services to jointly commission services
- publish a clear local offer of support and services, including health provision and education, for all children and young people with additional needs, so that parents and young people can easily understand what is available to them
- offer a streamlined assessment process, which brings together education, health and social care, and involves children, young people and their families
- replace statements and learning difficulty assessments with the new 0-25 Education, Health and Care Plan, which will reflect the child or young person's aspirations for the future, as well as their current needs
- offer a personal budget for families and young people with an Education, Health and Care Plan, extending choice and control over their support
- involve parents and young people in reviewing and developing provision and ensure that children, young people and their families are at the heart of the service.

Further information and ways to have your say

We want you to help us determine the shape and purpose of this service. We want to hear your views on the changes outlined in this document and what they could mean for you, your child, your family or the young person you support. Further information about the proposals is available from our website www.southglos.gov.uk/0to25disability and at all South Gloucestershire Libraries and One Stop Shops until 24 February 2014.

We will also be holding a series of events, workshops and focus groups in the coming months. Details of these events can be found on our website.

You can tell us your views and have your say by:

- completing the online survey on our consultation website: www.southglos.gov.uk/0to25disability
- sending an email to: consultation@southglos.gov.uk
- calling us on: 01454 868008
- writing to: FREEPOST RTCT-JXLE-EET, South Gloucestershire Council, 0-25 disability service, Civic Centre, High Street, Kingswood, BRISTOL, BS15 9TR

Our vision for the future

The council's vision is for:

“every child and young person with a special educational need or a disability to be given the best chance to succeed in life by enabling them to maximise their potential at school and college, and to move successfully into adulthood: finding work, living independently and participating in their community.”

Our vision for the future service is built around 12 core principles:

1. **Person centred** The child and their family will be placed at the centre of the process and it will take full account of their views and wishes.
2. **Outcomes focused** There will be a clear focus on outcomes to ensure good quality, person-centred planning to meet short and longer-term aspirations.
3. **Enabling and inclusive** Wherever and whenever possible, services will be provided at mainstream universal level (available to all children and young people).

4. **Enabling independence** Services will work towards enabling children and young people to take responsibility for their own lives.
5. **Preparing for adulthood** Whilst managing expectations and supporting aspirations, young people will be empowered to move into adulthood successfully, including finding work, living independently and participating in their community. There will be a focus on key life skills such as financial management, travel training and preparing for employment.
6. **Proportionate to need** Resources will be targeted towards early intervention and support for disadvantaged and vulnerable children, young people and their families. Response will be proportionate to need and flexible to respond as circumstances change.
7. **Integrated assessment process and single plan** The service will develop a more streamlined assessment process which integrates education, health and care and a single plan which will lead to better coordination and delivery and meet legislative changes.
8. **Clear and transparent** Parents and carers will understand the process and how decisions are made and will therefore have more confidence and trust.
9. **Timely** Services will deliver what is needed, when it is needed, particularly at key events in the life of the child or young person or times of significant change.
10. **Safe** Services will work together to ensure children and young people are safeguarded and protected from harm.
11. **Excellent communications** Communication with children, young people and their families will be timely, clear, easy to understand, accessible and in appropriate formats. Families will have access to good quality information about the services and choices available.
12. **Key working** Families and young people will have a named contact providing key working support who will be part of a team around the family. This will support the principle that families and individuals will be able to access services which will be flexible to their changing needs and circumstances.

Who is the service for?

The service is for all children and young people aged 0-25 with special educational needs or disabilities and their families and not just for those children and young people who have a statement of special educational needs.

The 0 to 25 service will also provide a service to young adults whose social care needs meet the requirements of the NHS and Community Care Act 1990. The service will need to take account of the appropriate piece of legislation when assessing a young person's needs and agreeing the outcomes that will be met. There will be some young adults who enter the service after their 18th birthday – for example if they move into South Gloucestershire from another area where they might have been in receipt of care services.

To decide the type of assessment and therefore support a child or young person is eligible for, the council will use the following eligibility criteria:

The child/young person meets the criteria of the Children and Families Bill for a statutory Education Health and Care assessment or where the child is under five and notification has been given by health professionals that they have difficulties that are likely to result in significant special educational needs in the future

Where a child/young person has a significant learning disability and/or enduring complex health condition or impairment which significantly affects, or is predicted to affect everyday life functioning or the child/young person's development and complex family circumstances which affect the ability of the child/young person to reach their full potential.

To be eligible for a social care service as an adult, a young person's needs must be 'eligible needs' within the council's Fair Access to Care Services eligibility criteria. This means that some young people will need consider alternative support once they become adults. In such circumstances the service will provide support in planning for adult life to provide a seamless change of services.

If the eligibility criteria were to be broadened the council would need to review the resources available to support all users.

How will this new service be different?

- Children, and young people will be at the heart of the system.
- Parents, carers and service users will receive a clearly defined level of support.
- There will be close cooperation between all the services that support children, young people and their families through the joint planning and commissioning of services.
- Children and young people with special educational needs will be identified early.
- A clear and easy to understand 'local offer' of education, health and social care services will be provided to support children and young people with special educational needs and their families.
- Children and young people with more complex needs, will receive a coordinated assessment of needs and a new 0 to 25 Education, Health and Care Plan. This will, for the first time, give new rights and protections to 16-25 year olds in further education and training comparable to those still in school.
- There will be a clear focus on outcomes for children and young people with Education, Health and Care Plans, anticipating the education, health and social care support they will need and planning for a clear pathway through education into adulthood, including finding employment, living independently and participating in their community.
- There will be increased choice, opportunity and control for parents and young

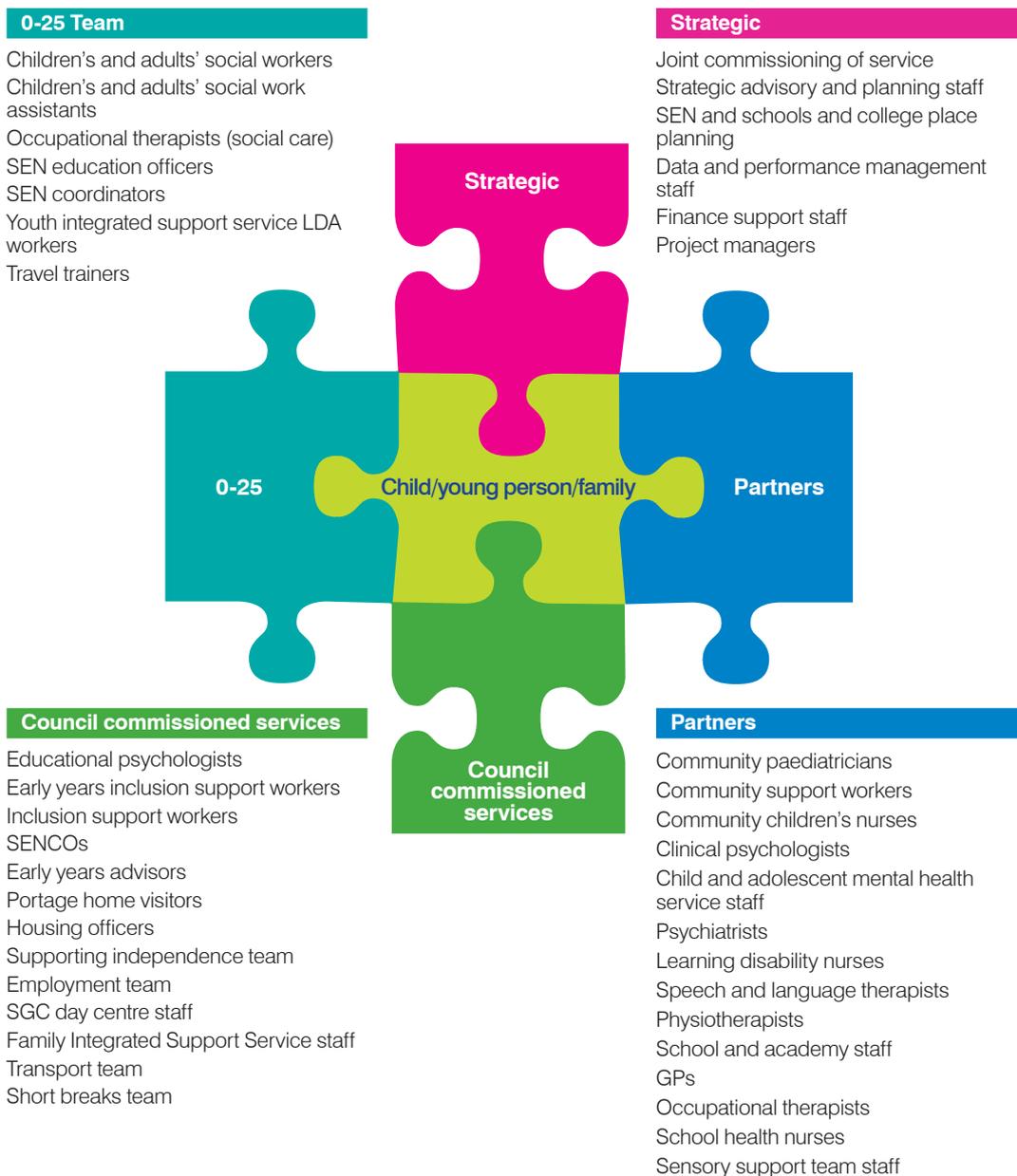
people including a greater range of schools and colleges for which they can express a preference and the offer of a personal budget for those with an Education, Health and Care Plan.

- There will be increased inclusion, learning opportunities and community cohesion.

Who will deliver the service?

Professionals from a range of organisations and disciplines who work with children and young people with complex needs will pull together into a team around the family to provide joined-up, coordinated support to children, young people and their families.

Coordinated support from a team around the family



How will support be tailored to need?

Access to good quality information and advice will be provided by the local offer. This single point of information about services available for children and young people with special educational needs or disabilities will improve choice and transparency for families and enable some needs to be met at an early stage and without unnecessary intervention.



Support will be centred around the child, young person and their family with different levels of support appropriate to different levels of need.

- **Universal services** will be available for all and will provide help with things like transport, housing, nursing, leisure services etc.
- **Prevention and early help** will ensure need is met with simple solutions where possible and as they are identified. This will prevent an escalation of those needs.
- **Early intervention** will be applied where, for example, a child or young person has been recognised as not meeting outcomes and this is impacting upon their development.
- **Targeted support** will be provided by professional support services and statutory services based on assessments of needs and the development of a clear plan of support.

Aspects of the proposed changes in more detail

The new 0-25 service for children and young people with special educational needs or disabilities will bring together a wide range of services in six themed areas:

- The local offer
- Integrated assessment and single plan
- Support to parents and carers (key working)
- Personal budgets
- Preparation for adulthood
- Joint commissioning

Theme 1: The local offer

What is a local offer?

When the Children and Families Bill becomes law in 2014 the government will require all local authorities to publish online information about services they expect to be available for children and young people with special educational needs or a disability aged 0-25. This is the local offer.

The local offer responds to concerns from parents and others that they find it hard to access information about the support available. The intention of the local offer is to improve choice and transparency for children and young people. It will also be an important resource for professionals in understanding the range of services and provision in the local area. The local offer will inform the joint commissioning for children and young people with special educational needs or disabilities by setting out in a single place what is available locally.

The local authority will be required to work together with children and young people, parent carers and with local services, including the voluntary and community sector, to develop their offer and keep it under review. This is co-production.

The local offer must include information about the provision the local authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children and young people for whom it is responsible, regardless of whether or not they have Education, Health and Care Plans.

As well as setting out what support and services are available, our local offer will say clearly what the eligibility criteria are for each of these services and how parents and carers can access them.

Our approach to the local offer

South Gloucestershire's local offer will be accessed through or available on the council's website and will be developed with children and young people, parents and carers, schools and colleges, health and social care agencies. We will also find ways to make the information available to people who do not have access to the internet.

Our local offer will provide information about:

- the services, provision, facilities and equipment needed by children with special educational needs (SEN) that are available and how they will be accessed. This includes SEN provision available through early years settings, schools, colleges, health and social care and other service providers within the local area as well as provision which can be accessed and commissioned from outside the area
- the arrangements for identifying particular needs and how we will consult with and involve parents, carers and service users in the assessment, planning, delivery and evaluation of services

- how to request an education, health and care needs assessment and information about the assessment process and any eligibility criteria
- the funding arrangements for children and young people with SEN
- the process by which young people will be supported into preparing for adulthood and independence including training opportunities and other arrangements
- sources of information, advice and support available to parents, carers and service users
- how to raise a concern and the process for mediation, dispute resolution, appealing decisions and access to tribunals.

What the local offer is not

Our local offer will not be simply a directory of services. It will provide information in a different way enabling users to find relevant information even if they are not sure exactly what it is they are looking for.

The website will need to support a search facility that draws information from multiple sources and provides more intelligent, capable, relevant and responsive interaction with the information.

Similarities with a directory...

- It will provide contact details for services in the area.
- It will be a comprehensive record of services in the area.

Differences from a directory...

- It will provide information about eligibility and how to access services.
- It will provide detail on schools and colleges and how they do things.
- It will have reference to the legislation underpinning the services.
- It will set minimum expectations for schools and colleges.
- It will be searchable for information you didn't know you needed to find.
- It will have a feedback facility.
- It will inform joint commissioning.

Theme 2: The integrated assessment and single plan

One of the main elements of the Children and Families Bill is the development of a more streamlined assessment process, which integrates education, health and care services, and involves children, young people and their parents. This new assessment process is one in which parent carers and practitioners pull together

the range of assessment information and use this to identify their desired outcomes for the child or young person and their family. The integrated assessment process will be the basis for the development of a new single support plan – the Education, Health and Care Plan. The assessment process will cover all areas of need and all relevant agencies will contribute to it.

The 0-25 Education, Health and Care plan will replace statements and learning difficulty assessments and will reflect the child or young person's aspirations for the future, as well as their current needs.

An Education, Health and Care Plan will identify:

- what a child or young person's educational, health and social care needs are
- what support and services will be provided to meet those needs, and by whom
- how everyone will know whether needs are being met or not
- when things need to be reviewed.

What will the new integrated assessment and single Education, Health and Care Plan mean for service users in South Gloucestershire?

According to the Council for Disabled Children, on average a disabled child experiences 32 assessments as they grow up. We agree with the government that this is wrong. We want to reduce the time the current statutory assessment process takes and give children and young people with special educational needs or disabilities in South Gloucestershire the best chance to succeed by spotting any problems early.

By September 2014 we will introduce a new integrated assessment process and Education, Health and Care Plan for all children and young people in South Gloucestershire who would currently have a statement of SEN or learning difficulty assessment. This new process will give children, young people and their families a single point of entry to access services and a coordinated approach to make sure they achieve the support they need from birth to 25 years.

The new integrated assessment process and Education, Health and Care Plan will replace the current SEN assessment and statement but will provide the same statutory protection to parents and the same level of support across education, health and social care.

The new plan will reflect the family's needs and ambitions for the child's future covering education, health, employment and independence. It will be clear about who is responsible for providing which services and will be reviewed regularly to reflect their changing needs,

The Education, Health and Care Plan will focus on outcomes and will combine the wishes and aspirations of the child and family. There will be a clear, agreed priority for desired outcomes for the child or young person and their family. The focus will be on what will change for the child or young person and the plan will set out how these outcomes are to be achieved.

This new process is designed to be faster than the statementing process which means access to support is given exactly when it is needed, there is less paperwork to go through and families will not have to repeat themselves to different workers.

One of the agencies' representatives will be the family's named contact providing key working support and will coordinate the assessment, planning and provision for the child or young person and their family. The key working support contact will help to maintain relationships between the family and the relevant agencies, will help the family through the process and will be a consistent presence for the child or young person and their family.

How will the assessment process and plan work and how will service users, parents and carers be involved?

Stage 1: Initial contact

A family or practitioner who identifies that a child or young person has additional needs and may benefit from a single assessment and plan will inform South Gloucestershire Council's First Point team who will triage referral, ensure the threshold is met, arrange for the person who will provide key working support to make contact with the parent carers or young person and provide advice and guidance around the local offer.

Stage 2: Assess and decide

The key working support contact will contact the family and help them to collate all the current assessment information. Any additional assessment information needed will be sought. All assessment information will be held jointly by the parent carer, young person and the key contact.

Stage 3: Agree and allocate

The parent carers, young person, key contact and relevant practitioners will agree the strengths, weaknesses and needs of the child or young person. Together they will agree the desired individual outcomes for the child or young person and agree a priority for these. This information will provide the basis for the allocation of a personal budget, if appropriate.

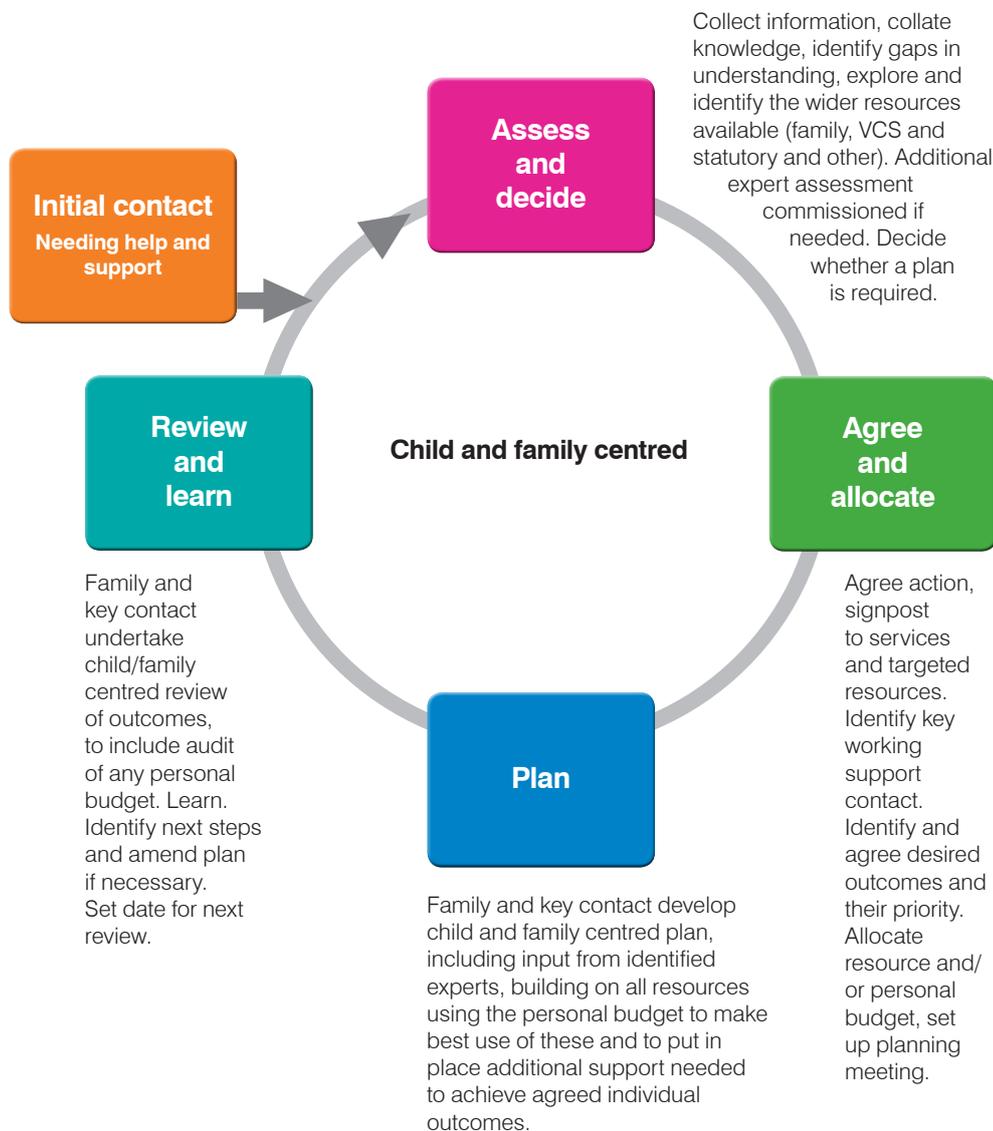
Stage 4: Plan

The parent carers, young person, key working support contact and relevant practitioners will develop a plan for the support that will be needed for the child or young person and their family to achieve the identified outcomes. The plan will set out accountabilities and time-scales. It will be held jointly by the parent carer, young person and the key contact. If a personal budget has been allocated the plan will set out how this will be used to add to the resources being used to support the child or young person.

Stage 5: Review and learn

The parent carers, young person, key contact and relevant practitioners will agree how often the plan should be reviewed. It will be reviewed when there are any significant changes to the child or young person's or their family's situation. The review will inform the development of an updated plan based on revised resource allocation as appropriate. If a personal budget is being used then review will include a financial audit.

Basic framework for assessment and planning



How will support be tailored to need?

There will be four levels or tiers of support depending on need identified in the new assessment process. Each tier provides a range of support appropriate to an individual's particular needs.

Access to good quality information and advice will be available at all levels through the local offer and will ensure that some needs are met at an early stage and without unnecessary intervention.

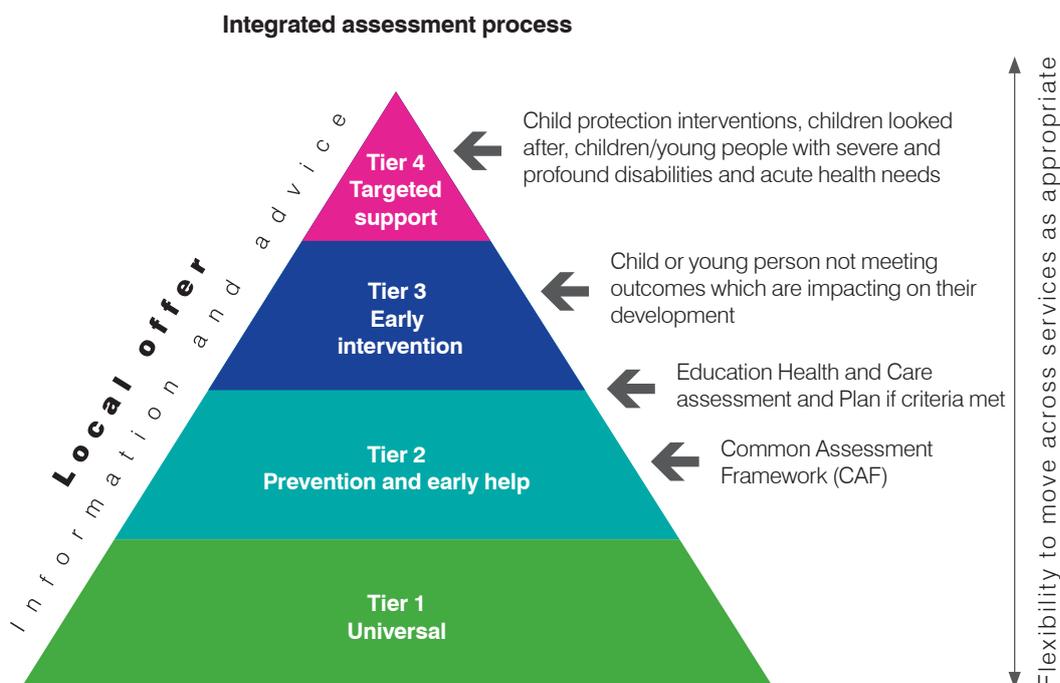
Tier 1: Universal services Access to and availability of high quality universal support will help people to better meet their needs for transport, housing, safety etc. This would include access to education, employment, leisure and culture from a range of providers including those from the public, commercial and community sectors. Some support and possible investment may be required to encourage community participation.

Tier 2: Prevention and early help from high quality support will provide simple solutions as they are identified and arise and will prevent the escalation of those needs. This is usually provided by universal services and the voluntary and community sector and sometimes formalised under a Common Assessment Framework (CAF). Emphasis will be given to the encouragement of informal systems of support which comes from personal relationships, social groups and networks and greater interaction and relationships between people within a community also known as social capital. For example a child or young person suffering from social isolation may be helped by joining a shared interest group.

Tier 3: Early intervention High quality early intervention will be provided by a range of professionals from universal services, the third and voluntary sector and statutory services. This would be where a need has been recognised and assessed such as a child or young person who is not meeting outcomes which are impacting on their development and there are several factors contributing to this. An integrated assessment and Education, Health and Care Plan may be implemented to meet the outcomes as determined in the plan.

Tier 4: Targeted support: will be provided by professional support services and statutory services based on assessments of needs and the development of a clear plan of support, usually led by the statutory service in partnership with universal services. This will include those children requiring child protection interventions, children looked after, children and young people with severe and profound disabilities and acute health needs (including physical, emotional and mental health needs) where the need for parental support is essential.

Future service model



Theme 3: Support to parents and carers (key working)

We are committed to ensuring that the families and carers of children and young people with special educational needs or disabilities also receive the support they need. We recognise that all families are different and the type and level of support needed will depend on many factors, including the age of the child/young person and the impact of their disability.

1. Practical support

Providing practical support as a part of a trusting relationship
Enabling and empowering decision making and the use of personal budgets

4. Information and specialist support

Providing information and signposting
Signposting families to advocacy to help inform and support individuals/families



2. Coordination

Coordinating practitioners and services around the child, young person and family
Being a single point of regular and consistent contact
Facilitating multi-agency meetings

3. Planning and assessment

Supporting and facilitating a single planning and joint assessment process
Identifying strengths and needs of family members

What is key working?

Key working will enable effective support to be given to families who qualify for a 0-25 Education, Health and Care assessment. The individual offering key working support should strive for an open and supportive relationship with the child/young person and their family, and this should be developed through regular and proactive contact.

Key working will consist of some or all of the key functions shown in the diagram above.

What is the aim of key working?

The overall aim of key working is to ensure a personalised approach to the provision of care and support to meet the individual needs of the child or young person and their family.

“Parents with disabled children are likely to face higher levels of stress and they value the practical and emotional support of key working”.

Support and Aspiration: A new approach to special educational needs and disability (DfE 2011)

For key working support to be effective, everyone will need to work together, this means:

- considering all factors and not just focusing on one concern/problem in isolation
- thinking about all the members of the family
- thinking about the needs of parent carers and the wider family
- giving children, young people and families better information about the support that is available
- involving children, young people and families in improving information
- making sure that the information covers the full range of needs
- empowering young people to take more control over their lives.

Who will provide key working?

Families and the young person will have a say in who may provide key working support.

The person providing key working support

- may be a health, education or social care professional or may come from the voluntary, community or independent sector (or it may be provided by the parent carers or young people themselves)
- should be selected according to the specific needs of the child or young person and their families
- is likely to be someone from the team working with the family, who is identified in discussion with the family, who has the skills, training, time and support to ensure that key working is effective and that the family are the pivotal part of all discussions and decision making
- may facilitate some of the required functions to be fulfilled by other members of the team working in partnership with the family
- may undertake all of the functions required by a family themselves when necessary.

The level, intensity, frequency and number of the key working functions that children, young people and their families may require is determined by a number of things, including the complexity of the package of support and the family's resilience and support networks. This is likely to vary over time. The person carrying out the key working may move in and out of this role depending upon the family situation. A different professional may be in a better position to take on key working for example at times of significant change in the life of the child or young person.

Theme 4: Preparation for adulthood

The introduction of a 0-25 coordinated assessment process and Education, Health and Care Plan will, for the first time, give new rights and protections to 16-25 year olds in further education and training comparable to those still in school.

Under the new system, the government wants to see multiple agencies, providers and parents working together, and with young people themselves, to enable young people to have access to a “clear pathway through education into adulthood, including finding paid employment, living independently and participating in their community.”

From September 2014 in South Gloucestershire:

1. We will ensure young people and their parents are at the centre of planning for their future and fully involved at all stages
2. Education, Health and Care Plans for young people will be:
 - living documents that evolve to reflect the stage of development of the young person
 - forward-looking rather than only focused on meeting immediate needs
 - used to inform the planning and commissioning of services
 - person-centred, aspirational and focused on life outcomes
 - used from year 9 to inform future provision for young people
 - designed around measurable outcomes, including at least one focused on progression in learning
 - designed in a way that facilitates a smooth pathway into adulthood. This includes support from adult health, social care, housing and employment services where necessary.
3. We will have plans in place that support young people to have choice and control over their lives and influence local commissioning and decision-making. This would include people with mental capacity issues.
4. As far as possible we will secure the most appropriate further education place for the young person, including within an Independent Specialist Provider. Decisions will be based on a robust assessment of need and evidence of what helps disabled young people (especially those with learning difficulties and disabilities) to achieve paid work and independent living.
5. Local further education colleges and Independent Specialist Providers will work together to develop blended support that builds local capacity to support all young people.
6. Flexibilities created by programmes of study, changes to destination measures, schools funding changes and personal budgets will be used to create more personalised learning opportunities.
7. As far as possible, there will be a good range of suitable provision offered locally so that young people do not have to go out of their local areas to have their needs met.

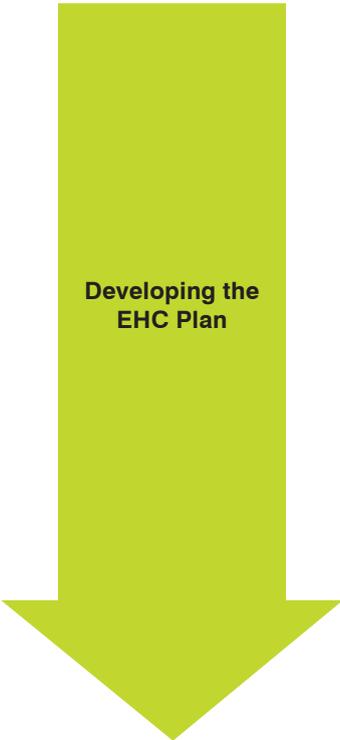
8. We will use Education, Health and Care Plans to agree with Independent Specialist Providers how the young person will be supported to make a successful transition back to their local area after their placement has finished. This will include re-integration into the community, travel training, support to find employment and housing etc..
9. Pathways to paid employment will be developed that are based on evidence-based practice. For example, raising aspirations, vocational profiling and curriculums in school, work experience in the local community, supported employment, internships and self-employment. This will all be clearly expressed through the local offer, and developed by a range of education, care and health services.
10. A flexible support package will be agreed with young people to achieve outcomes. This might include distance learning, activities that involve acquiring work-related skills, and work experience, with or without a formal placement in further education provision.
11. We will test and implement more effective systems for sharing data between children's and adult services.

Developing an Education, Health and Care plan to support preparation for adulthood

Case study 1: Jim's story

The following case study from Wiltshire Council focuses on a young person in his final year (Year 13) of school. We will call him Jim. Jim attends a school for young people with severe learning disabilities and complex needs. The school has already embraced person centred planning approaches for reviews. Jim had previously been supported by the council's integrated youth services for transition planning and had speech and language therapy through the school. A great deal of support also came from Jim's mother who ensured her son went to a variety of after school and holiday activities. His Education, Health and Care Plan was designed by a multi-agency group consisting of local authority professionals across education and social care (children and adults), health, and parent carers.

Jim's story



Developing the EHC Plan

- Jim's Education, Health and Care Plan was written by his key worker in conjunction with his mother. Jim's involvement has been more indirect as he is non-verbal. The college Jim will be attending has arranged 'Makaton' training for staff and the college have also invested in iPads to use as a communication aid.
- What has become evident is that Jim has a lot of potential to learn practical skills that will enable him to live in his own home with support in the future. This was uncovered by the holistic approach undertaken in preparing his outcome-focused Education, Health and Care plan. Jim's Education, Health and Care plan identified longer term goals as well as short term goals. Jim's plan was sent to his college and was well received by the college.
- Once the outcomes were agreed, Jim's Education, Health and Care Plan was used as a funding request for specialist ISP provision and also as a transition document to support the local college so that both options could be considered. Creating robust outcomes also gave Jim's family the opportunity to think about supported living and what a 'good life' would look like.



Preparing for adulthood and the move towards independent living

- Jim had a busy life and his mum was very keen for him to not lose this. Jim's final year at school helped to improve his independent living skills. Each school day included menu planning, cooking, cleaning, and going out to the shops.
- Jim's mum identified that, as her son was nearly 18 years old, some of the activities he was involved in could end. Her son was very dependent on his mum both in the home and out of the home. The decision was made to apply for a personal budget so a support worker could be employed to take Jim out and increase his independence from his mum. This was done in place of the traditional route of making a referral into the social care team.
- Jim's mum decided it would be best for him to attend his local college on a five day provision with additional funding provided by Wiltshire Council. This meant that he would be able to go to college with people he knows from school, and maintain local friendships and links with his community.

Case study 2: Kai's story



My name is Kai and I am 20 years old. I go to South Gloucestershire and Stroud (SGS) College and I love it!

When I first started to think about moving on and leaving my school, I felt a bit worried. I looked around lots of different colleges but none of them felt right. Some of them were very big and I was worried about bullying. I also looked at special colleges for people who had learning difficulties but I did not feel ready to stay away from home overnight, which is what I would have to do to go there.

Then I went to see SGS College with Rachel, my TA (teaching assistant). I am deaf, and I like working with Rachel because she can sign to me. Rachel and I have worked together for three years, so we know each other really well. I sometimes get worried when I go somewhere new, but I always feel relaxed when Rachel is there, because I know that if I have a problem, or if I need help with something private, I can go to her; she will understand me, and I will understand her. It took a long time, and a little bit of frustration to build this relationship, but now we know each other well and I am happy.

My first trip to SGS College, the first thing I noticed was that there were lots of girls! One day I hope to get married and I thought SGS College would be a great place to meet new people. It had lots of people my age there, but it was not too big and it felt really welcoming. With a person with me who I knew really well, I felt safe.

Now I have been at SGS College for six months and I am very happy. Rachel is coming with me from my old school every day, but I am getting to know the SGS College staff, and they are learning about how to help me so that I can move on and work with new staff and become more independent.



Theme 5: Personal budgeting

A personal budget is the total amount of money per year allocated to your family to meet a child or young person's support needs. You can choose to manage the entire budget yourself, ask someone to manage the budget on your behalf or have services arranged by professionals on your behalf.

A personal budget gives greater flexibility, choice and control over the support you use and enables you to make your own decisions as a family about what works best for you.

Currently children and young people will only get a personal budget if they have been assessed as being eligible for social care. In the future this will extend to children and young people who are assessed as needing specific education and health support.

There will be three elements that can contribute towards a personal budget:

- **Social care element.** This refers to the budget that will be made available if it is clear that a child or young person needs additional and individual care and/or support at home and when out and about in the local and wider community.
- **Health element.** This refers to the budget that will be made available should a child or young person have complex, long-term and/or life-limiting conditions. A personal health budget may also be made available to help with equipment costs or other health services. Children and adults who are supported through 'Continuing Care' funding are entitled to request a personal health budget from April 2014.
- **SEN element.** This is a sum of money made available by a local authority because it is clear that without this additional (top-up) funding it will not be possible to meet the child's learning support needs. The school involved will already have funding for learning support across the school; only pupils or students with more complex learning support needs are likely to need a personal SEN budget. In some circumstances the head teacher and school may choose to offer some funding towards a personal SEN budget; this will always be the decision of the head teacher.

We will use the following principles when rolling out personal budgeting:

- Personal budgets should reflect the holistic nature of an Education, Health and Care Plan, which details agreed outcomes to be achieved across education, health and care.
- The amount of a personal budget should be based on clear agreed outcomes.
- Families and young people should have the opportunity to manage all, some or none of their personal budget - either themselves or with third party support.
- Information and support should be available to support parents or young people

who are interested in taking up and managing a personal budget, including information on sources of independent advice.

- Personal budgets should be underpinned by strategic commissioning principles that allow for greater choice in the market and support market development.

The value of a personal budget will be identified during the assessment and will be linked to the outcomes that are agreed as part of that assessment.

Developing a plan that sets out the available resources and outcomes early on ensures that people can plan to use their personal budget in ways and at times that suit them. The actual amount of your personal budget will be confirmed once your support plan is agreed. The personal budget can only be spent in ways which contribute to the achievement of those agreed outcomes.

A personal budget can be managed in four ways



How will personal budgeting work in South Gloucestershire?

It is proposed that we establish a recognised provider list, maintained by the council, to allow people receiving, or due to receive a personal budget to get support and advice by choosing from a list of providers who adhere to a clear quality framework. Providers may provide one, or a number, of the following services:

- advice and information on personal budgeting
- support planning
- advice and assistance on recruiting Personal Assistants (PAs)
- money management, including the provision of Managed Accounts for individuals
- payroll service
- support with accessing local services.

Information on the support available will be included within the local offer. We will ensure that the support offered helps people focus on how to make best use of their natural assets and resources as well as universal services which promote inclusion and independence.

To make managing the money as simple and straightforward as possible we are proposing to issue personal budget holders with a payment card on to which will be loaded the agreed personal budget. The card can be used to purchase the goods and services you would like to meet your needs, as set out in your plan. The card is similar to a debit card, so it can be used to pay for goods and services up to the value that is loaded onto it. You can make BACS transfers to other bank accounts online, make payments over the telephone to places that accept card payments and set up direct debits. The card can be managed online in a similar way to online banking.

As a young person grows up and becomes more independent they can increasingly take on more and more control of their own personal budget.

Theme 6: Joint commissioning

Joint commissioning is a strategic approach to planning and delivering services. Joint commissioning requires local partners to identify outcomes that matter to children and young adults with special educational needs or disabilities and their families and then, working in partnership, plan, deliver and monitor services against those outcomes.

It offers partners a way to work together to deliver more personalised and integrated support resulting in better services and improved outcomes for the individual.

A joint commissioning approach can also provide local area partners with an opportunity to redesign services across education, health and care in order to operate more effectively, both improving the experiences of children, young people and their families and making best use of local resources.

We recognise that for individuals to be able to use a personal budget there needs to be a vibrant market from which support may be purchased. We also recognise that personal budgets present an opportunity for money to be used in different, more creative and imaginative ways than at present. This will mean that we will actively engage with existing provider organisations to support them to develop new ways of working and new service delivery models as well as stimulating the development of new types of provision, for example, supporting and promoting the development of micro enterprises, developing the Personal Assistant (PA) workforce and by promoting community capacity to offer solutions designed around the support that people need and want. Very often the best and the most inclusive support is that which can be accessed within people's own communities and we will work with community organisations to ensure that they are equipped with the skills and resources to adapt and develop what they are able to offer.

As part of this process we will:

- provide clear links between the local Health and Wellbeing Board, both children's and adults' safeguarding boards, Children's Trust and Learning Difficulties Partnership Board and identify how a single assessment process and Education, Health and Care Plans can become reality.

- be clear about how authorities and their governance arrangements link into the Health and Wellbeing Board.
- be clear about how authorities are engaging and communicating with commissioners across education, health and social care and how co-production is built into joint commissioning arrangements.

Theme 7: Working with health services

The NHS already works closely with the council's education and care services to plan and deliver services which improve outcomes for children and young people with disabilities and there are a number of joint plans and strategies around health improvement in place.

At a delivery level, NHS professionals work alongside their council colleagues and those from schools, colleges and voluntary sector services, to provide a range of services which support people with disabilities. Some of these services are delivered in primary care, eg by GPs and practice nurses. Other services are provided by community services available to everyone, eg health visiting and school health nursing.

Children and young adults with disabilities and complex health needs will often be under the care of a consultant - a community paediatrician, child and adolescent psychiatrist or learning disability psychiatrist. They may be receiving services from a range of professionals working in the community, including physiotherapists, occupational therapists, speech and language therapists and community nurses. Many of the NHS professionals working in these services are based in our children's hubs, working alongside council staff in preventative or social care services.

In addition, some children and young people will be attending hospital regularly for specialist out-patient or in-patient services, and may be in contact with a range of very specialist NHS professionals in the hospitals.

We will work with the Clinical Commissioning Group (CCG), NHS England and providers of healthcare services to ensure that:

- information on NHS services in primary, community and hospital care is available to children, young adults and their families via the local offer
- universal and specialist NHS services work with council colleagues to provide an integrated assessment and a single Education, Health and Care Plan for all eligible children and young people
- personal health budgets are available to eligible families by April 2014, with appropriate support for families in managing their budgets
- NHS services for children and adults work closely with each other and with the

council and other partners to support young people to prepare for adulthood

- NHS services adopt a family-centred approach, working with partners in a Team Around the Family. We will seek to develop key working roles in NHS services where possible.

The council, the CCG and NHS England will continue to implement the Health and Wellbeing Strategy, and the Strategy for Children and Young People. We will review our commissioning approach to services which support families of children and young people with disabilities and adopt a joint commissioning approach to these services wherever possible.

As contracts for NHS services are re-tendered in the future we will explore opportunities to bring NHS and council services for people with disabilities more closely together.

What happens next?

The period of user engagement will run from December 2013 until 24 February 2014 and in addition to completing the online survey at www.southglos.gov.uk/0to25disability there will be other opportunities for service users, families and professionals to review and comment on the proposed service. We hope you will be able to attend one of the events or focus groups we will be holding over the next few months. Details can be found on our website.

Once all feedback has been received and analysed we expect any necessary organisational changes to commence implementation in April and complete by September 2014 when the new service will be operational.

Ongoing service developments will continue over the next three years working towards a fully integrated model in 2017.

If you need this information in another format or language please contact 01454 868009

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