CHESHIRE EAST COUNCIL

Peoples Advisory Panel

Date of meeting: 2 March 2009 **Report of:** Director for People

Title: Aiming High for Disabled Children and their Families

1.0 Purpose of Report

1.1 The purpose of this report is to recommend to People's Advisory Panel that Members be made aware of their duties under the DCSF Transformation of Services – 'Aiming High for Disabled Children and their Families', and endorse the proposals being put in place to take this forward.

2.0 Decision Required

- 2.1 To note the duties of the Local Authority in relation to services for disabled children and their families.
- 2.2 To agree the governance and reporting arrangements in relation to the Children's Trust.
- 2.3 To ensure that the strategic responsibility and implementation of the Aiming High for Disabled Children Vision and Strategy are considered within new structures for Services for Children and Families.
- 2.4 To endorse all further work in progress.
- 2.5 To note the requirements for meeting the readiness criteria for Short break provision and endorse the approaches being taken to meet them.
- 2.6 To note the process currently being undertaken to arrive at detailed proposals for the enhancement of short breaks within the budget available for 2009- 2011.

3.0 Financial Implications for Transition Costs

3.1 Subject to the designation of responsibilities within the new structure for Services for Children and Families there is likely to be a need to fund a two year post to ensure management of the implementation. It is legitimate to use the grant for this purpose.

4.0 Financial Implications 2009/10 and beyond

4.1 The Authority will receive £347,812 as a new ring-fenced grant in 2009-10 to deliver enhanced quality and quantity of short-break provision. In 2010-11 this grant will be around £1.1Million. There will also be a small amount of capital funding (£167,000 in 2009-10 and £391K in 2010-11) to enable minor-refurbishment of establishments to support further short break opportunities. In future years it anticipated that funding will be forthcoming for childcare and transition. Revenue Grant can not be rolled-over.

5.0 Legal Implications

5.1 That the Local Authority assumes the responsibilities to be placed upon it by 2011

6.0 Risk Assessment

6.1 This is a high profile national initiative and the main risks will be in not delivering the enhanced quality and quantity of provision having engaged stakeholders and raised expectations. A new National Indicator (NI54) will be established, based on satisfaction surveys of service users, and the Authority will be judged on the extent to which opportunities and provision are perceived to have improved. The requirements of receiving the grant include evidence that the spending plans secure additional services beyond those already funded by the Authority. There will be implications for all services and many partners and agencies (especially Health), both in developing universal services to enable greater opportunity for children with disabilities and in working within a more integrated framework.

7.0 Background and Options

- 7.1 **Aiming High for Disabled Children (AHDC)** is the Government's transformation programme for disabled children's services. The vision behind AHDC is for all families with disabled children to have the support they need to live ordinary lives as a matter of course. The programme is led jointly by the Department for Children Schools and Families (DCSF) and the Department of Health.
- 7.2 Cheshire East currently supports short breaks for children with disabilities through activities provided by family workers (60 children) and through Direct Payments to carers for them to make their own arrangements. In 2008-09 the families of 171 children received Direct Payments at an annual cost of £716,000. Overnight and weekend stays for Cheshire East children are provided in short-break homes such as the Langley unit at Priors Hill, Macclesfield and Pinewood in Winsford. To cover the annual costs of short breaks at Pinewood for some 20 children £389,000 is available. Another 20 children receive overnight short breaks at Langley.

7.3 From 2011 there will be a new duty on Local Authorities to:

'provide services designed to assist individuals who care for disabled children to continue to do so more effectively by giving them breaks from caring'.

The new funding for short breaks from 2009-11 is intended to add to the quantity and quality of that is already provided. It is envisaged that Authorities will both review existing arrangements as well as developing a wider menu of more family-based short break opportunities.

- 7.4 Apart from when a child becomes looked after, where a means test can be carried out to assess parental contribution, access to Local Authority disability services is not via a means test. The intention is that the new funding will enable Authorities to widen the group of children who in future will be able to access short break opportunities. Initial estimates suggest that for Cheshire East this could extend to around 700 children in total. To arrive at the extended group Authorities are being encouraged to develop a 'matrix of need' which assesses the impact on the family against the level of the child's individual need.
- 7.5 Three priority areas have been identified:
 - Access and empowerment children and young people will be actively involved in the planning and delivery of services in their local area.
 - Responsive services and timely support all professionals responsible for planning services for children will focus on the services disabled children and young people need, particularly at key life stages.
 - Improving quality and capacity significant new funding has been allocated to the services families want and need, in particular short break services which families have described as their key priority.
- 7.6 The Departments will ensure that measures are put in place to ensure that services for disabled children and young people become a national and local priority:
 - A new national indicator on services for disabled children will be used to measure the experience of families – National Indicator 54.
 - A Core Offer a national set of expectations around information, transparency, participation, assessment and feedback will be established, helping to shape local services.

The quality and quantity of information held locally and centrally on disabled children and their families will need to be improved.

8.0 Overview of Day One, Year One and Term One Issues

- 8.1 By Day one all nine readiness criteria have to be met. Beyond day 1 and up to 2011, in order to ensure that AHDC is delivered within Cheshire East there are a number of steps:
 - Ensure that an AHDC Vision and Strategy is in place and agreed upon by all stakeholders
 - Ensure that AHCD aims run throughout the Children and Young People's Plan
 - Ensure that a strategic model for the development of vision, strategy and implementation is in place
 - Ensure that the Joint Commissioning Framework incorporates the AHDC agenda
 - Ensure that all Children's Services strategic plans link with the AHDC strategy

9.0 Reasons for Recommendation

9.1 To take forward this new responsibility from 1 April 2009 and implement the strategy to ensure improvements in service delivery.

For further information:

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Background Documents:

Documents are available for inspection at:

APPENDIX ONE - AIMING HIGH FOR DISABLED CHILDREN - BETTER SUPPORT FOR FAMILIES

A 'TRANSFORMATION OF SERVICES'

1. Introduction

1.1 Aiming High for Disabled Children (AHDC) is the Government's transformation programme for disabled children's services. The Vision behind AHDC is for all families with disabled children to have the support they need to live ordinary lives as a matter of course. The programme is led jointly by the Department for Children Schools and Families (DCSF) and the Department of Health.

From 2011 there will be a new duty on Las to 'provide services designed to assist individuals who care for disabled children to continue to do so more effectively by giving them breaks from caring'. Three priority areas have been identified:

- Access and empowerment children and young people will be actively involved in the planning and delivery of services in their local area.
- Responsive services and timely support all professionals responsible for planning services for children will focus on the services disabled children and young people need, particularly at key life stages.
- Improving quality and capacity significant new funding has been allocated to the services families want and need, in particular short break services which families have described as their key priority.

The Departments will ensure that measures are put in place to ensure that services for disabled children and young people become a national and local priority:

- A new national indicator on services for disabled children will be used to measure the experience of families – National Indicator 54
- A Core Offer a national set of expectations around information, transparency, participation, assessment and feedback will be established, helping to shape local services.
- The quality and quantity of information held locally and centrally on disabled children and their families will need to be improved.

1.3 What difference will AHDC make?

It is intended that AHDC will make real difference in that:

- Disabled children will have the same opportunities to develop and fulfil their potential as all other children
- Families with disabled children will get the support they need when they need it
- Universal children's services will be more genuinely inclusive of disabled children, including those with complex needs
- Disabled children will be at the heart of the ongoing change programme for children's services.

2.0 Local Implementation

In order to ensure that AHDC is delivered within Cheshire East there are a number of steps

- Ensure that an AHDC Vision and Strategy is in place and agreed upon by all stakeholders
- Ensure that AHCD aims run throughout the Children and Young People's Plan
- Ensure that a strategic model for the development of vision, strategy and implementation is in place
- Ensure that the Joint Commissioning Framework incorporates the AHDC agenda

Ensure that all Children's Services strategic plans link with the AHDC strategy

3.0 How will the LA progress be measured?

- A new national indicator NI54 will measure parental satisfaction
- In January 2009 a new Disability Audit Tool will be out for consultation. 'The audit tool
 is a self assessment matrix. It reviews current provision against the standards in the
 National Service Framework, in particular Standard 8, with new ones referring to
 AHDC and Better Care Better Lives. It will address key themes:
- Promoting Social Inclusion
- Co-ordinating Child and Family Centred Service Planning and Provision
- Early Years strong foundations
- Promoting child development and integrated processes
- Strengthening families
- Living with a life limiting condition
- Effective funding and commissioning for improved outcomes
- Fit for purpose workforce.

Progress will be assessed through links with a wide range of existing legislation – see appendice

4.0 DCSF are providing funding to support this programme in the following areas:

- Short Breaks £300k approx in 2009/10 and over £1m in 210/11
- Childcare
- Transition Support Programme
- Parent Forums

See appendices for more details

As part of the settlement to improve services for disabled children additional funding has been allocated to the PCT base budget and proprieties will be signposted through the NHS Operating Framework 5.0 The AHDC Strategy will link to a wide range of other LA strategies:

- SEN and Inclusion
- Extended Services
- Universal Services
- Early Support
- Targeted Youth Support
- Workforce Reform
- CAF and Contact Point

6.0 Conclusion

Cheshire's Children and Young People's Plan stated that:

"We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for their future"

Disabled children and young people are less likely to achieve as much as their non-disabled peers and therefore, achieve the CYPP aspirations of any new LA without a commitment to a transformation of services.

Disabled children and young people should have:

- Improved outcomes across the Every Child Matters framework
- Equality and opportunity
- Increased involvement and inclusion in society

Communities will benefit from contributions made by disabled children and their families resulting in:

- Increased tolerance
- An understanding of diversity
- Increased social inclusion and acceptance

7.0 Recommendations

- To note the duties of the Local Authority in relation to Services for Disabled Children and their families (app 2)
- To agree the governance and reporting arrangements in relation to the Children's Trust (app 3)
- To ensure that the strategic responsibility and implementation of the Aiming High for Disabled Children Vision and Strategy is considered within new structures for Children's services.
- To endorse all further work in progress and request any other to be done

In relation to Short Breaks

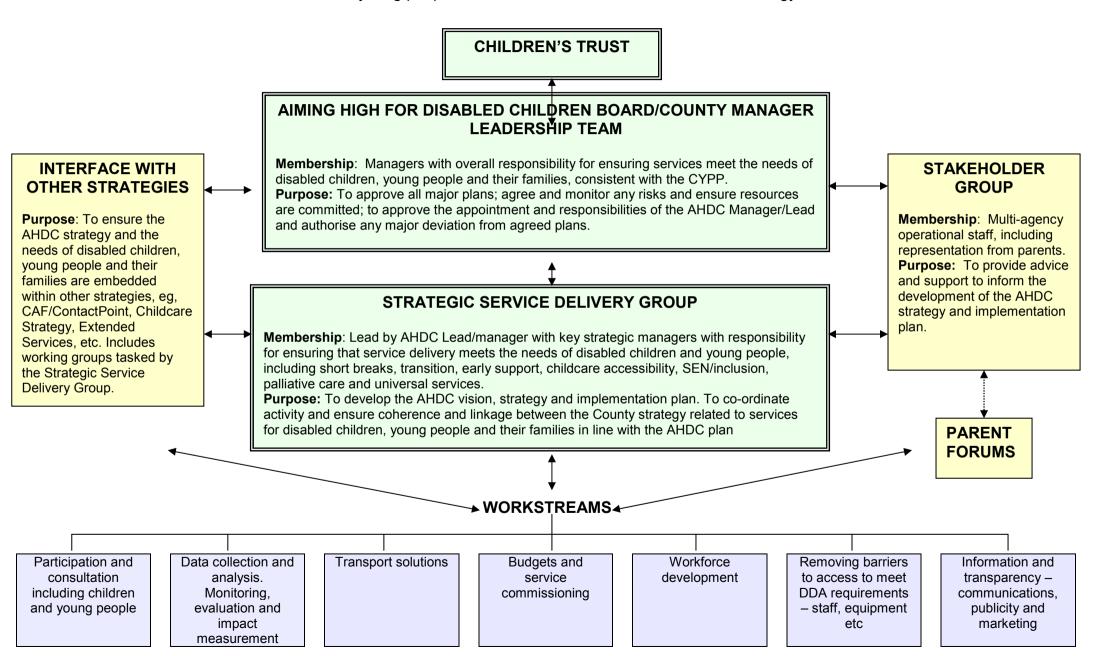
- Note the requirements of the LA in meeting the nine readiness criteria and endorse the approaches being taken to meet them
- To note the process being undertaken in order to arrive at detailed proposals for the enhancement of short breaks within the budget available for 2009-20011.

APPENDIX TWO Related Legislation/ Framework / Guidance

- Public Sector Agreement (PSA) to improve the health and well being of children and young people
- The Children's Plan
- By 2011 amendment to Children and Young Persons Bill to make a new duty on LA's to assist individuals who care for disabled children to continue to do so, or to do so more effectively by giving them breaks from caring.
- Section 6 Education Inspections Act 2006- new section in Education Act regarding access to universal services including leisure and youth services.
- Play investment programme contained in Children's Plan.
 Developments must have disabled children in mind and designed guidance will address this
- Safeguarding legislation and guidance
- Workforce reform
- The Joint Strategic Needs Assessment, which informs the development of sustainable community strategies and local area agreements. This should inform strategic planning around AHDC agenda.
- National indicator 54- Satisfaction rating of services by parents
- Early Support
- Childcare Accessibility Project
- Transition Support Programme
- Targeted Youth Support
- Disability Discrimination Legislation
- The National Framework

APPENDIX THREE AIMING HIGH FOR DISABLED CHILDREN - POSSIBLE DECISION-MAKING STRUCTURE

Purpose of structure: To ensure a strategic and joined-up approach to the development of services and plans to improve outcomes for disabled children, young people and their families in line with the AHDC strategy.



APPENDIX FOUR CRITERIA	ACTIONS COMPLETED	ACTIONS TO DO	TARGET DATE	OWNER	PROGRESS
Good strategic vision demonstrating a sound understanding of what	Visioning Day held with key stakeholders	Vision to be consulted upon and agreed and supported by all partners	Jan 09	Barbara Logan	On track
short break transformation entails	2. Draft vision produced				
2. Joint planning that has resulted in clearly articulated proposals for	Steering Group meetings established between LA and PCTs	Two Project worker posts advertised	Mid-Dec 2008	Paul Biancardi	Overdue
local short break development to meet the Full Service Offer (FSO) supported by pooled or aligned budgets and	2. Paper developed to go to the Enjoy and Achieve sub-group to inform the Children's Trust of the strategic importance of Aiming High for Disabled Children.	2. Project workers appointed	Jan 2009	Paul Baincardi	Overdue
resources and reflecting the scale of the increase in funding provided.	Two Project workers post established Management Trainee time allocated to project				
3. The collection and use of robust data and information to determine current service use,	Template designed to collect current service data	Refinement of data to ensure sound base for commissioning	End of Dec 08	Paul Biancardi	On track
needs and to underpin planning and commissioning especially around the	Data working group established involving both Council and PCT colleagues	Development of protocol to ensure data is collated in future	Jan 09	Paul Biancardi	On track
requirements of specific groups of disabled children	Working group developed a rationale for each indicator and all work allocated to different individuals				
4. Evidence of families' input in shaping planning through the engagement of a wide range of parents and disabled children and young	Parent partnership have applied for Participation grant.	A range of questionnaire to be designed to be distributed to parents/carers, children/young people, and professionals through a range of methods (on-line, paper copies, telephone call)	mid- Dec 08	Barbara Logan/Nicola McKeand	On-track
people.	Participation Officer involved in consultation with C&YP.	A range of focus groups and workshops to be planned and delivered to involved parents and children	End Jan 09	Barbara Logan	On-track

	Young People and parents invited to Visioning day	Development of focus group materials and identifications of focus group leads	End Dec 08	Barbara Logan	On-track
	4. Consultation strategy developed	4. Development of publicity material to inform parents/carers, children/young people and professionals of short breaks	Dec 08	Barbara Logan	On-track
	First consultation activity conducted with Parent's forum	Development of long term consultation mechanism	Jan 09	Barbara Logan	On-track
5.The designation of a service manager in both the local authority and corresponding PCT(s) with responsibility for the short break programme	Service managers have been designated in the LA and Commissioning Managers from both PCTs Two posts of project lead agreed Continuity arrangements in place for projects lead post LGR				
	Management Trainee time allocated to project				
6. Adequate management capacity to deliver transformation from April		Programme managers post to be agreed for East and West to ensure continuity post April 2009	Feb 08	Barbara Logan/Paul Biancardi	At risk
2009		Ensure AHDC is embedded in the strategic vision of the new authorities and in their new structures	Feb 08	Barbara Logan/Paul Biancardi	At risk
7. The identification of capital project requirements and capital project management capacity to deliver the capital programme	AHDC funded capital improvements included on the Council capital plan for 09/10	A sub-group is to be set up within the Commissioning work stream to identify capital requirements arising from Service proposals.	Dec 08	Paul Biancardi	On-track
8. Commissioning arrangements are established and capable of developing the local	Commissioning work stream established and group members identified	New commission model to be designed building on current commissioning model for high-cost placements.		Nicola McKeand	On-track
market for short break	2. Providers events booked	2. Providers event delivered	Jan 09	Barbara Logan	On-track
provision and engaging independent providers in that development		A "Matrix of need" to be developed to ensure a fair and transparent eligibility criteria	Feb 09	Barbara Logan	On-track
9. Linked to market development – a clearly articulated joint workforce strategy with	Working group established and support of Children's Services Workforce Development team confirmed	Mapping of workforce needs to be conducted and needs analysis completed	Jan 09	Nicola McKeand/ Sue Atkinson	On-track

operational planning, outlining clear processes for ensuring both quality and sufficiency of the short break workforce	2. Short break training needs to be aligned to integrated working arrangements and the action plan for the One Children's Workforce plan.	Jan 09	Nicola McKeand/Sue Atkinson	On-track
(carers and staff) to meet the identified scale of service expansion and	Development of a workforce strategy for short breaks and action plan	Feb 09	Nicola McKeand/Sue Atkinson	On-track
in the FSO	Initiation of action plan for Short Breaks Workforce Development Strategy	March 09	Nicola McKeand/Sue Atkinson	On-track

<u>AHDC – SHORT BREAK DEVELOPMENT AND PROVISION - THE PROCESS</u>

Nov/Dec 08

Consultations with children and young people / parents / voluntary agencies / other stakeholders.

Outcome: To ascertain what parents and young people want.



Nov/Dec 08

Visioning day / Parent forum / Questionnaire / Focus groups.
Outcome: strategic vision established for short breaks.
Bring together information and establish requirements of young people and parents.



Feb 09 - Providers Day Events

An invitation to all providers of short breaks in order to share strategic vision and share the outcomes of the parental and young people consultation.

Outcome: Develop local markets - a range of short break provisions will be proposed and costed, including capital projects.



March 09 - Commissioning

Bring together young people / parental needs / requirements together with local marker and providers..

Outcome: Decisions made regarding development of capital projects, and short break range of provision. Work with commissioning / procurements, team to ensure that this is build into LA commissioning strategy protocols.

AIMING HIGH FOR DISABLED CHILDREN AND THEIR FAMILIES

VISIONING DAY

11TH NOVEMBER 2008



Overview of the day

The purpose of the Visioning day was to gather ideas and information from a range of professionals/ pupils/ parents/ voluntary agencies who are involved in the use of short break provisions, in order to devise our "vision" for short break transformation.

Aiming High for Disabled Children Short Breaks

What difference will Aiming High make?

- Disabled children will have the same opportunities to develop and fulfil their potential as all other children
- ❖ Families with disabled children will get the support they need, when they need it
- Universal children's services will be more genuinely inclusive of disabled children, including those with complex needs
- Disabled children will be at the heart of the ongoing change programme for children's services

Three Priorities

The three main priorities for the Aiming High Project are:

- Access and empowerment
- Responsive services and timely support
- Improving quality and capacity

Families have described short break services as their key priority for delivery under Aiming High for Disabled Children

A Statutory Duty

2011 – New statutory duty to local authorities to:

"Provide services designed to assist individuals who care for disabled children to continue to do so more effectively by giving them breaks from caring"

We are planning towards meeting that duty now.

Working closely with the PCT, the LA must meet the readiness criteria in order to receive the funding.





Presentations

Part of the day included presentations from students, teachers and parents of disabled children who had been using the short break services. We found this exercise would be beneficial as it can provide us with detailed knowledge of the service that they receive and from their perspective.

Greenbank and Hebden Green pupils told effectively and often humorously of their short break experiences at school, how it had helped them and fellow pupils gain confidence and have fun.

Parents told of how the short break experience had raised their children's self esteem and confidence,, and how their other children benefited and of how time spent as a couple having an ordinary night out had a beneficial effect on the whole family.

Aspirations

As part of a task given to the attendees of the visioning day, we wanted them to share with us any aspirations that a child/ young person had shared with them

As you can see all aspirations were put on view so that everyone could go and look at them.

Child's/ Parent's aspirations

- o I want to play football but my dad can't take me
- o I do really like to do dancing also singing that's good!
- "I want to belong" "I want a friend that my mum hasn't picked for me"
- To have friends & be invited to their house for tea, instead of me inviting them
- To be a pilot.
- "I just want to do things without my mum"
- I want to have friends, I want to have people to play with and be happy. I am very lonely. A girl who aspired to develop social networks and opportunities for real friendship.
- From a 14 year old girl, using a wheelchair full-time in school – although I am different, I want to feel 'normal' don't feel sorry for me see the person I am inside
- o To walk round to the shop after school without my mum
- To live in a flat with friends
- I want to live in a flat with my girlfriend
- I want to play out with my friends, but my mum says it is too dangerous
- Being able to spend over night with a friend. Being able to access activation in the community world
- To have a sleep over with friends
- To be able to play with my friends
- Staying over with friends & having chance not to have to go in the taxi
- I want to live in a house with friends
- see me and not just my wheelchair
- I don't want to have stays at the same time as him





- Sleep over at a friends house to get a job to go to a football match
- o Learn to dance be an actor have my own car
- o To attend a group with other young people that are hearing impaired but it is in Liverpool (The child lives in Ellesmere Port)
- Having the chance to hang out with friends
- o Disabled child –Secondary Mainstream high levels of care needs. "want to go to a sleep over with her friends –(who are mainstream)
- o To be able to attend their local college and travel with other students from their village
- Having holiday activities
- o I would like to go bowling with my friend without my mum
- How they would like their contact with parent to happen
- To go down the big yellow slide
- o 18 year old boy wants to go out in town with his girlfriend & go to the gym
- I look for help
- o To go caving
- To be a vet
- To go to college and study art and design
- To work for Apple designing
- I want to hang out with friends
- o computer programmes
- To have friends to play at home
- To work with cars
- To have a sleepover
- Erin said she would like
- I'd like to stay with my friend
- o I'd like to go to college
- I'd like to go abseiling
- o My mum said she couldn't do sky diving and she did it
- I'd like to sing on stage one day
- To be a motor mechanic
- I want to have something worth staying awake for after I get home from school
- I'd like to go to London
- I want to meet a boy



TASKS

During the day each table were given a set of questions to answer, each table had a different age group to assess and a different scenario as you can see below.

Focus for change (scenario 1)

Disabled children and young people want opportunities to meet their friends and meet with new people in environments that are welcoming and that provide opportunities to undertake activity or just hang-out together. The parents and carers understand the need for their children to gain independence skills and want to feel confident that they are safe.

You are asked to consider options that would be appropriate for children aged 0-7 who would be happy to have short periods away from home in the evenings, at weekends, in the school holidays. Consider your options.........

Focus for change (scenario 2)

Disabled children and young people have highlighted how opportunities for fun family times together are problematic as venues arte frequently unwelcoming and challenged by the needs of children / young people with complex health/ mobility needs. It is paramount importance to the family that they have opportunities to enjoy time together. Consider your options for children aged 0-7...

Questions

- 1. Vision what the changes look like in a year's time once they are happening?
- **2.** What is different about what is in this vision from what happens now?
- 3. What will the journey look like from now until we achieve the vision and what obstacles might we have to overcome along the way?
- 4. Travellers- Who needs to be involved?
- Get decisions made (the wheelers and dealers)
- Get things done (doers)
- Make sure the journey is heading in the right direction (advisors)
- **5.** What part do individual group members think they can play?
- **6.** Milestones- given that we cannot always know the exact route of our journey, what milestones might we see to know we are travelling in the right direction

Here are a few examples of the answers that were given to us from the questions that we asked.

Question 1:

- o Young person led
- o Flexible
- Spontaneity
- Individual, tailor made child centred services
- Practitioners shared understanding and pull together
- Needs led
- Access to info
- Activities that build life skills and transition to adulthood
- Awareness of the needs of all families

- Promoting needs in a wider society
- Equality
- Collaboration a priority
- Engage wider community
- Genuine universal service available
- Single assessment with review and evaluation over time
- Maior workforce developments- on-going

Question 2:

Now

- Limited opportunities
- Lack of information for parents
- Reactive
- Transition is a minefield
- No "friendship" groups
- Parents unable to network
- No after school provisions for 14-19
- Transport is an issue- difficult to access
- Little joined up thinking and funding
- Little involvement of parents and children when designing services
- Current provision is restricted patchy, budget led
- transport is difficult to access
- Little choice in services available

Different

- Young people able to access positive work experience and ethic
- -pathways into work
- -adequate support perhaps through direct payments
- A "can do" approach
- Transition person centred, planning starts at 14
- Young people are listened to
- each young person has a "champion" through the whole process
- Integrated working and clearly identified, aligned budgets
- Continued participation of parents, carers and young people in service design and delivery
- New service will be needs led
- Transport will be available in the evening and weekends
- More imaginative & creative service provision

Question 3:

- Ensuring participation happens
- Creating central information point
- More flexibility in leaders
- The journey will need to include universal services
- Challenging values and making people listen
- Communication ensuring families know about their entitlement
- Commissioning
- o Journey need to take into account children's need from birth to adulthood
- o Rubik cube different picture for different families

Question 4:

- o Young People
- o Mainstream Community Public Private Services may individuals
- Parents/ Carers
- Transport Providers
- Infrastructure
- Councillors
- o Planners
- Voluntary Agencies
- o SIP's
- Schools- Both maintained and independent
- Parent Partnership

Question 5:

- o Co-operation, supporting others
- Challenging exciting practice
- Make it easier for families to get what they are entitled to
- Make the system work for service users
- Specialist support and guidance, including children and families
- Allowing practitioners to get on with their jobs
- o Keep the project on track/ monitoring/ budgets/ risk management/ barriers to achievement

Question 6:

- o Key Worker available
- Feedback/ consultation events where parents/ carers and children report back on their experience and give improvements
- o Information/ transparent
- Awareness raising in wider communities
- Signposting of services and facilities
- Transport available
- o Trained staff with transport to enable packages











Outcome of the day

"Our vision is for all sectors of the community to pull together to transform short breaks, developing accessible and personalised services for disabled children and their families, making it possible for all children to lead an ordinary life as a matter of course"

Setting up Work Groups and taking the vision forward

From the meeting we have set up the following work groups:

Workforce Development- The role of the group will be to develop a work force strategy with operational planning outlining clear

processes for ensuring both quality and sufficiency of the short break workforce

Commissioning- This group will develop a robust commissioning strategy capable of developing the movement, planning and

designing services, and delivering a change in short break provision

Data- The Data Group will be responsible for collating data to show trends and predict for future resources.

Consultation and - The role of the group will be to design and deliver a range of consultation activities to understand family's wishes for

short

Communication breaks.





People who attended the meeting were invited to add themselves to a work group that they felt they would be able to give the most input to.

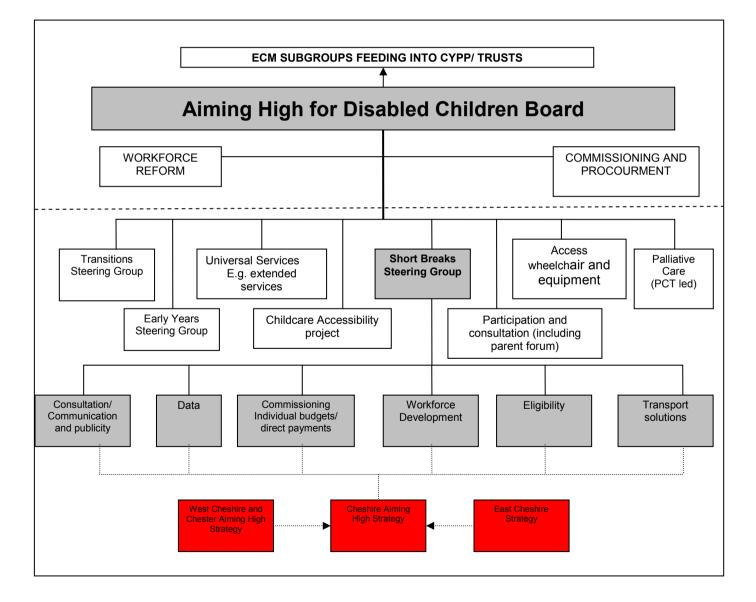
Next Steps

1. Consult with:-

2. Establish the work streams

3. Complete the vision and strategy

- Young people/ childrenParents/ Carers
- Providers
- Professionals







Next Steps

December

We will be developing a range of publicity materials around the short breaks programme

January

A range of consultation activities will take place in January ranging from on-line questionnaires, to workshops with children to parents focus groups.

February/ March

Commissioning of services

April

Launch of short breaks programme

To keep up to date with the latest news from Cheshire Aiming High for Disabled Children visit www.....

To be informed of upcoming consultation activities please contact Nicola McKeand on 01244 972330 or alternatively email nicola.mckeand@cheshire.gov.uk

APPENDIX SEVEN

STRATEGIC VISION FOR SHORT BREAK TRANSFORMATION

VISION STATEMENT

"Our aim is for all sectors of the community to pull together to transform short breaks, developing accessible and personalised services for disabled children and their families, making it possible for all children to lead an ordinary life as a matter of course"

Outcomes

- To achieve improved outcomes across the Every Child Matters framework Enjoy and Achieve, Be Healthy, Make a positive contribution, Stay Safe.
- o To achieve their personal hopes and wishes
- "I want to have something worth staying awake for after I get home from school"
- "From a 14 year old girl, using a wheelchair full-time in school although I am different, I want to feel 'normal' don't feel sorry for me see the person I am inside"
- "To be able to attend their local college and travel with other students from their village"
- "Sleep over at a friend's house to get a job to go to a football match"

 Examples taken from the Visioning Day November 2008

Outputs

In order to achieve the vision and outcomes we need the following outputs:

- Increased use of direct payments/ individualised budget
- o More adolescents with complex health needs access short breaks
- More teenage ASC boys access short breaks
- o An improvement in the number of well trained, qualified staff
- More children and young people accessing universal services such as brownies, sports clubs, youth groups
- o More children and young people attending extended school provision
- More children and young people accessing youth work activities
- A flexible, wide range of options available that are tailored to the young person and their family
- Parental confidence improved
- Easily accessible and wide ranging information on what is available to children/ young people and their parents
- Clear transport access to services
- Early support put in place leading to one plan for each family/ young person in order to ensure a well planned prevention and services are in place
- The AHDC agenda build into Children's Services planning / running through a Children and Young Persons Plan and embedded in Trust working.
- Increased opportunities for families to support each other
- o Increased opportunities for voice of young people and parents to be heard
- o Improved relationship between professionals and parents
- Local Authority and School Disability equality schemes promote equality of opportunity for disabled children and young people in access to universal provision.



APPENDIX EIGHT Parents' Forum Meeting

Aiming High for Disabled Children

December 2008

Parents and carers were invited to a special meeting of the Parent Partnership Service Parent/Carer Forum to look at Aiming High for Disabled Children: Better Support for Families on the 2 December 2008.

What is Aiming High?

The Government intends to make disabled children a national priority. In the Government's 10 year Children's Plan they set out their ambition to give every child the best start in life and help them reach their potential. Aiming High for Disabled Children is the programme they hope will help them to achieve that ambition.

Who were the speakers at the meeting?

The speakers for the forum were Barbara Logan (Acting SEN Strategy Manager) and Paul Biancardi (Senior Manager Disabled Children's Services). Barbara and Paul told parents and carers about Aiming High for Disabled Children and particularly about the work going on in Cheshire around short break provision which is a key priority in the Government's vision.

Parents/carers can make a difference.

The Government expect that services for disabled children will be shaped by parents and in fact evidence of this is one of the criteria attached to future funding for Local Authorities. It is the chance for parents/carers to make a difference to influence the future for disabled children and young people in Cheshire.

Attendance

Over 70 parents and carers attended the meeting.

What were they asked?

The group were asked 3 different questions

- 1. What is Disability?
- 2. How does it affect the family?
- 3. What short breaks would you like?

Summary of responses

What is Disability?

A disability is anything that impairs part of someone's life. It may be psychological, physical, emotional or communication impairments. Disability can be visible or invisible and is something that is often misunderstood. Disability can be made more or less by what society does about it.

Disability affects every single aspect of human life and stops children from doing what the average child would be able to do. It limits independence, opportunities and social interaction. It creates isolation and marginalises people.

It affects and disables the whole family. The child does not fit into the family; the family has to fit into the child. Disability means not being able to do *anything* most typical families can do through mainstream activities. Families need additional support so they do not feel trapped.

What is the impact on the family?

A disability within the family affects every aspect of family life, creating an imbalance within the family. It takes additional time and care. It can disrupt school and family life due to appointments and illness and can impact upon family holidays and limit quality family time.

As a family, a disability can create isolation from society and prevent access to mainstream activities. There is a general stigma in society around disability and families can be spoken down to. Other people often don't understand or ignore the family.

For parents, it can cause anger, frustration and stress. It can put pressure on relationships. It can limit career choices and lifestyle choices. It can prevent parents from entering employment due to illness, exclusions, and appointments. Therefore, it has financial implications. It can be difficult to find the right sort of help with suitably qualified and experienced staff.

It can impact upon other siblings by parents having little time for the other children. It can cause embarrassment for siblings and affect sibling friendships. In the future, it may be the siblings responsibility to care for the disabled person.

The effects on the young disabled person can be wide ranging. There can be a rigorous medical routine, lack of privacy, strangers being in involved in intimate care, social exclusion, lack of social invitations and bullying. Disabled children can be misunderstood and over-protected.

A disability can also create a more loving, caring, positive, and understanding family who have less prejudices.

What short breaks would you like?

Parents and carers suggested a range of short breaks they would like to access in the future. Full details are outlined below. There were also a range of general comments and themes around the way short breaks services should be accessed, organised and achieve.

Overview

People thought there should be continuation of existing provision as well as the development of new services. However, the current provision of services should be assessed to ensure children and parents still want to use them.

There should be more flexibility with direct payments and a more flexible choice of services. There should be a database of services available or a "menu of fun stuff". There should be co-ordinators to provide information and advice on services. The service should be needs-led, not diagnosis-led. Short breaks should be more localised than they are at present and should be "sibling friendly". Transport is a significant barrier to accessing activities and solutions to these problems will be needed.

The services provided should have professional (trained staff) who know and can deal with the requirements of the child. There should be training of "universal services" and mainstream staff to ensure that disabled children and their families can access all services.

The most significant point raised was that short break activities need to be exciting and appropriate for the child.

Suggested short breaks

Beaks away from home

- Specialist autism provision for a number of hours in the evening
- Overnight stay where the child is away from home and spends time in another family or residential setting
- Social groups or contact for disabled child/young person particularly for those in special schools – similar to the Greenbank pilot but for all disabilities
- General overnight provision
- Day care provided by expert staff
- Overnight stays
- Sleepovers similar to the 'Greenbank' provision

Holiday provision

- Autism specific holiday provision
- Activities to ensure that routine developed during term time is not lost
- Activities for disabled children where their sibling can attend
- Holiday play schemes for disabled and non-disabled children

Short breaks within the home

- Babysitting, child sitting, and young person sitting in the home
- · Carers provided in the home
- 'Babysitting' which is flexible

- Urgent or short notice childminding available
- Childminding to support quality time with siblings & 'life' alongside the whole family

After school

- Support worker available to provide 1 to 1 support in after school/social settings – without this, a child cannot access certain groups.
- Extended day services
- After school clubs
- Someone to go with a disabled child to after school groups e.g. brownies
- Help with camps at Brownies, Guides and Scouts
- Clubs with REAL expertise
- Training of 'club providers' in disability issues to improve safety and inclusion
- Sports with support
- Support built into universal services e.g. youth clubs, cubs (E.g. Greenbank in Liverpool)
- Extended facilities such as those offered by Friends for Leisure or buddy scheme i.e. access to peer companionship for ordinary activities
- Food shopping
- Outdoor and active options, especially in towns and cities
- Buddy scheme
- Cinema club
- Swimming club
- Ice skating
- Horse riding

Transitions period – Adult Services

- Provision when young people leave mainstream schools
- Evening services to access normal adult activities
- Teenage based activities & resources "Just because my son can't read and write doesn't mean he enjoys 'toddler' themed activities or books!"

Suggestions for new types of services

- A break WITH your child
- Value added short breaks that are therapeutic or educational
- Support for whole family activities
- Older children (Home Ed) need support to do daytime activities, when needed.
- Carer's Card Free or reduced access to facilities e.g. swimming pool when accompanying child.

Support Services

- Support for the extended family
- Parent/carers get together
- Support around/within therapy sessions
- Carers' wellbeing
- Parents club
- Relationship support
- More help for grandparents

What is next?

We will be conducting a wide range of consultation exercises in January 2009 to find out how parents, carers, children and young people want short breaks to be transformed. If you would like to be kept up to date with the project and be informed of consultation activities, please complete the following details:

Name
Address
E-mail
Phone No
Would you be interested in being part of a parent's advisory group who will be consulted with on a regular basis over the development of Aiming High for Disabled Children?
Yes No No

For further information on Aiming High for Disabled Children please contact Nicola on 01244 9 72330 or e-mail nicola.mckeand@cheshire.gov.uk



APPENDIX NINE

INTRODUCING AND USING THE EARLY SUPPORT PROGRAMME

Name of local authority/PCT: Cheshire County Council

Item			Please enter comments and supporting evidence
Is Early Support identified in	Not in place	No information	
Children and Young Person's	Not in place	No known Early Support activity	
Plan (CYPP)?	Partially in place	In progress Early Support mentioned, but no clear process or timeline for implementation, or no action.	The Early Support way of working is referred to indirectly in the CYPP acknowledging the significance of multi agency working and working with parents.
	Fully in place	Active Introduction and development of Early Support across the authority moving forward as part of wider development of integrated services for children and families.	
Has a 'champion' for ES been	Not in place	No information	
identified at	Not in place	No known Early Support activity	

		Please enter comments and
		supporting evidence
Partially in place	In progress Individual(s) identified but introduction of ES across the authority is not systematic	There is an identified person who has led a small group drawing up proposals for the introduction of ES and key working in the two new authorities post march 09. The possibility of ES being a workstream under an Aiming High project board is currently being explored.
Fully in	Active	
place	Agreed plan for systematic implementation moving forward with clear lines of reporting back to champion at strategic level.	
Not in	No information	
	No known Early Support activity	
	The line in Early Support activity	
Partially in place	Some Early Support training provided for some people	There has been some ES training in the past – working in partnership - there are currently no plans to train further people until proposals have been adopted.
Fully in place	Majority of people working with ES families have received Early Support training. Plans in place for training/induction of new staff.	
Not in place	No information	
Not in place	No known Early Support activity	
Partially in place	Plan for multi-agency service change using ES in development – ESSAT being used as part of this process	SSI have used the ESSAT
Fully in place	Implementing an agreed plan, using ESSAT as reference to monitor progress	
	Fully in place Not in place Not in place Partially in place Fully in place Not in place Not in place Partially in place Fully in place Fully in place Fully in place Fully in place	in place Individual(s) identified but introduction of ES across the authority is not systematic Fully in place Agreed plan for systematic implementation moving forward with clear lines of reporting back to champion at strategic level. Not in place Not in place Partially in place Some Early Support training provided for some people in place Fully in place Majority of people working with ES families have received Early Support training. Plans in place for training/induction of new staff. Not in place Not in place Partially in place Partially in place Partially Plan for multi-agency service change using ES in development – ESSAT being used as part of this process Fully in Implementing an agreed plan, using ESSAT as reference to

Item			Please enter comments and supporting evidence
Is a multi-agency steering group in	Not in place	No information	
place to guide implementation	Not in place	No known Early Support activity	
of Early Support?	Partially in place	MA group(s) identified but at an early stage of operation	There will be representation from parents, health and social care and the EYFS team in a discrete work stream group linked with Aiming High.
	Fully in place	Steering group actively co-ordinating implementation of ES across the authority	
Are some members of the	Not in place	No information	
Early Support steering group	Not in place	No known Early Support activity	
parents and carers of disabled children?	Partially in place	In development Families with young children with disabilities are consulted about service change, but no consistent/formal role for parents/carers in planning and implementing service change	See above
oa.c.	Fully in place	One or more parents/carers active members of the group steering the introduction and implementation of Early Support	
Is a lead professional/ key	Not in place	No information	
worker service available to families with disabled children under five?	Not in place	No known Early Support activity	
	Partially in place	Development of key worker service in progress. There is a plan and a lead professional/key worker service is available to some families in some place but not everywhere	Proposals for a key worker service have been drawn up for consideration for the two new unitary authorities which will be in place from April 2009

Item			Please enter comments and supporting evidence
	Fully in place	A lead professional/key worker service is available to all families with a child with disabilities under 5 in the authority who need it.	
Is the Early Support Family	Not in place	No information	
File being distributed and	Not in place	No known Early Support activity	
used with families?	Partially in place	In progress Family file being used with some families in some places and/or by some agencies.	The ES family file is being given to some families through child development centres. Currently there is no specific support accompanying.
	Fully in place	Family file being used with all families who need it and across all agencies.	
Are Early Support Family	Not in place	No information	
Plans being used with families?	Not in place	No known Early Support activity	
	Partially in place	In progress Family Service Plans being used with some families in some places and/or by some agencies	The service of sensory impaired are using the ESFPs
	Fully in place	Family Service Plans being used with all families that need it and across all agencies.	
Are Early Support	Not in place	No information	
information materials for families being distributed and	Not in place	No known Early Support activity	
	Partially in place	In progress Background information booklets and Information for parents booklets being used with some families and/or by some agencies	ES materials are distributed in an ad hoc way, but with limited support accompanying them.
used with parents and carers?	Fully in place	Early Support information materials for families being used with all families who need them and across different agencies	

Item			Please enter comments and supporting evidence
Is Early Support being used by	Not in place	No information	
Children's Centres?	Not in place	No known Early Support activity	
Ochires:	Partially in place	Early Support used in some Children's centres but not consistently across the authority.	Some ES has been written into the job description of a new role of Early Years worker in the CCs. These posts have yet to be filled
	Fully in place	Early Support used by Children's Centres across the authority as a routine and explicit part of emerging practice. Early Support identified within the local authority development plan for centres.	
Is an action plan being developed in your area to deliver Aiming High and if so, how broad is it's scope? Is use of Early Support with the under fives specified as part of that plan?			Early Support is seen as a key element in the Aiming High Strategy. It is a sub group of the overarching Aiming High Board and as such will be part of a project management approach. It is envisaged that Early Support will enable a 0-19 planning approach to be developed by the LA and PCT.
Are you measuring the	Not in place	No information	
impact of Early Support in your	Not in place	No known Early Support activity	х
area?	Partially in place	In progress – some feedback on impact, but incomplete	

Item			Please enter comments and supporting evidence
If so, how?	Fully in place	Feedback/report back mechanisms in place to indicate impact for families and for service providers	
Any other comm	ents:		

Is there an example of strong practice you would like to share at this stage? Please give details below:		

Name a	and position of the person filling out this form: Julia Spencer, Lead Pedagogue,
Date:	25 th November 2008