

Appendix 4

Shaping Future Service Delivery – stakeholder proposals

The following work plan has been collated based on consultation feedback and are suggestions and recommendations made by service users and providers including families.

| WORK AREAS | DISCUSSION POINTS |
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| Access to Services | |
| Eligibility Criteria | <ul style="list-style-type: none"> • Clearer explanations of eligibility criteria and referral pathways into services (pre and post assessment). • Review of joint working agreement/protocol between Children with Disabilities Team and Referral and Assessment Team to ensure families are signposted and referred to appropriate services. |
| Emergency support services for parents/carers. | <ul style="list-style-type: none"> • In the event that a parent carer has an emergency (i.e. hospital appointment, surgery, child in the hospital) where can they go to get help? • Many parents felt that in the first instance they would rely on their network of family and friends. As many CYP are not known to Social Care parents wouldn't feel comfortable contacting them in an emergency. In the event that a parent/carer was without support, where would they receive help in an emergency situation? |
| More inclusive/integrated activities | <ul style="list-style-type: none"> • Universal settings in particular need to be more inclusive with up skilled frontline staff to better support disabled children and young people. • Ensure Hearing and Visually impaired CYP are included in service provision and access to activities, as these groups are often isolated. • More sports clubs requested (provision of disability sports |

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| | <p>program is no longer available); there is a particular interest in swimming including disability swim sessions. Parents have also requested activities for girls supervised by female staff.</p> <ul style="list-style-type: none"> • Different kinds of activities to meet different needs (i.e. swimming classes delivered at different levels of ability) • Consider short breaks to provide different activities for different ability levels; CYP should have a choice of activities during short breaks programs wherever possible – mix of ages and CYP will support socialization skills and break down disability barriers. • More activities needed that offer support to all CYP within Southwark with an additional need – as the majority are not known to Social Services, they should still be able to access services. • Review of referral routes to ensure that CYP not known to Social Services can be referred by other professionals or self-referred by parents. • For families who don't receive services and/or funding from Social Services, how can they be supported to access activities for their children? It is viewed that better access to services in the long run will help prevent CYP and families from escalating up the crisis ladder and are therefore more cost effective. |
| Publicity | <ul style="list-style-type: none"> • Southwark Council website including online regularly updated directory of services, but enhanced promotion of available services is needed included access criteria and cost to parents carers. • Family Information Service needs more regularly updated information from service providers. Consider a way to demarcate services in the online directory that families with disabled children have used and reviewed. • Leaflets, Brochures for distribution – accessible at Sunshine House, Libraries, etc. |

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| | <ul style="list-style-type: none"> • Parent Conference for agencies to have information booths to provide information about services. • Offer parent carers including foster carers a series of workshops to explain more about: Short Break provision and what is available, Direct Payments/Personalized Budgets, Taxi Card and other issues of interest (i.e. funding for holidays). |
| <p>Transportation Strategy</p> | <ul style="list-style-type: none"> • Accessing short breaks is often difficult due to travel and transport arrangements. Some CYP will miss out on services, as it is too difficult for parent carers to bring them to/from activities. Ensure equal distribution of activities in the north and the south of the borough wherever possible. • How can CYP travel between school and local clubs/community activities? • Mobility allowance and Disability Living allowance can be used for transport to/from activities – may need to refresh this information with parents. • Some services have their own transport as Southwark has contributed to the purchasing of vehicles; review of contractual agreements to ensure that drop off and pick up for CYP is included. • Use of transport for out of borough provision needs to be included in the strategy, as currently there appears to be some difficulty with this (i.e. crossing into Lambeth). Commissioning of services and placements should align with/be supported by transportation provision. • School transport is only used during term time, and before and after school – consider using these buses during the day, on weekends and during the school holidays to maximize transport provision. • Transport for vulnerable young people post 16 who cannot travel independently would be useful, especially for working parent carers and/or those with other children to transport to school. |

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| | <ul style="list-style-type: none"> • Review of the assessment process for school transport to include parent carer work/shift commitments, other children in the household and logistics of travel for drop off/pick up. • School transport currently is operating without designated/routine pick up times which can distress the children; parents are often having to take children to school so they arrive on time which adds extra pressure and stress (A new system is in place, still working through the logistics but is causing stress to some families). • There are less buses being used for school transport so timing is less flexible – this creates difficulty for parents with other children (i.e. bus scheduled for pick up at 8:30, parent needs to leave by 8:20 to bring other children to school). • Transportation is especially important, as parent carers feel very protective of their children being out on the streets of Southwark; they need to feel that their children are in safe environments and arriving/departing a provision safely will help to foster this trust. • Consider use of taxi card for group transport to share costs? • Consider Dial-A-Ride minibus for group transport to improve access to services. |
| Commissioning | |
| <p>Cost Savings and good value for money</p> | <ul style="list-style-type: none"> • Incorporate short breaks programs into universal services/core offer where possible. • Robust evaluation of services being provided and whether they are meeting the needs of service users. Service users may need tailor made/specialized care packages and some services could be more flexible with their care offer. • Utilizing in-house staff, partner agencies and parent carers to provide staff training and workshops around disability and safeguarding. • Sessional staff are only paid for hours worked; if a CYP does not attend an activity is Social Services still required to pay? Are parent carers still required to contribute? |

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| | <ul style="list-style-type: none"> Review of sites for short breaks in terms of value for money and facilities – are they meeting the needs of CYP and families? (I.e. Bacon’s College offer competitive rates, however they don’t have sufficient equipment for the Special Care Group during Playscheme; it is also not centrally located which adds transportation challenges). Can parallel activities be offered for other children at the same site? |
| Early Years Provision | <ul style="list-style-type: none"> Commission additional Early Years placements, especially for children under 3. Currently there is a limited portage service however this group of children needs more activities with opportunities for social interaction. Some work to be undertaken with private nurseries, which often refuse to accept children with additional needs or who shortly after starting claim that they cannot manage their needs. At least one private nursery has claimed that only toilet-trained children are able to attend their setting. |
| Increased service provision for CYP on the Autistic Spectrum | <ul style="list-style-type: none"> CYP on the Autistic Spectrum often slip through the net as they may not qualify for mainstream and/or specialist services; CYP with dual diagnosis of ADHD and Autistic Spectrum Disorder are particularly vulnerable as they require 1 to 1 support to access services which required funding; CYP on the Autistic Spectrum with challenging behaviour are often hard to place especially for overnight stays and respite care. Investigate more suitable provision for these CYP including enhanced training for carers. More provision needed for children under 8 diagnosed with Autism. Further investigation around services provided by Resources for Autism and IBA. |
| Consultation | |
| Regular on going consultation with CYP, parents/carers/providers (i.e. 2-3 times per year) | <ul style="list-style-type: none"> Ensure that results of consultations are shared; wherever possible explain why some requests cannot be honoured. Offer various methods to collect feedback (i.e. face to face |

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| | <p>consultation, questionnaire, electronic survey, telephone survey)</p> <ul style="list-style-type: none"> • Parents to participate in the strategic planning of services wherever possible. • Robust methods to engage CYP and include their views and provide opportunities to introduce them to new and different activities (i.e. canoeing, sailing) |
| Resources | |
| Care package allocation | <ul style="list-style-type: none"> • Review of current 'panel' process; consider a wider multi-agency approach to include input from various service areas across the sectors including an Independent Person to offer a wider range of services to families. Consider keyworker/lead professional to attend the panel meeting to advocate on behalf of the family and further explain specific requests for services. • Transparency in how care packages are allocated and the eligibility criteria for services. • Inform parents of other services they may wish to access in addition to what is provided by Social Services and/or by using Direct Payments. |
| Extended use of available facilities | <ul style="list-style-type: none"> • Review of site provision to ensure maximum use and provide value for money. <p>For example: Orient Street has capacity on the children's side during school hours to provide a safe space for additional activities – i.e. under 5's stay and play or a drop-in service to give parent-carers a break (staff requirements would need to be reviewed); Work experience placements from Spa School could use the building during the school day; Occupational Therapy assessments. Consider using Orient Street as an activity hub and/or resource center including as a provider of Independence Training. This would maximize the building, improve the profile of the provision and encourage professional relationships between agencies. A pricing structure</p> |

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| | <p>would need to be agreed.</p> <p>Tuke School (and others) have comprehensive facilities available during half-term and holidays that could be utilized; hoists, multi-sensory rooms and hydrotherapy activities would be well received by program participants; school staff may even be interested in working in the scheme (contractual agreements permitting), providing consistency, understanding of local communities and need, with health and safety checks and training already in place.</p> <ul style="list-style-type: none"> • Consider multi-use sites for after school and club activities where siblings can attend and/or activities for parents; parallel activities reduces travel time and cost, allows a break for the whole family and then parents/siblings can provide support for CYP with additional needs if required. |
| <p>Staff Resources</p> | <ul style="list-style-type: none"> • Wider pool of carers needed to provide short periods of respite care, especially within the family home. Consider increased utilization of pool of sessional contact supervisors to provide cover when required; these are staff who would be employed by Southwark Council and would have undergone all required safety checks and training. • More foster carers needed – strict criteria and lengthy assessment processes means many carers don't qualify or move on before they are accepted. Improved process for vetting carers who can supervise CYP in their own home, working up towards an overnight/weekend break for the parent(s). • Agency staff are expensive and can be inconsistent; service providers and parents feel that agency staff often don't offer good value for money; it is also felt that in order to attract good quality carers, staff pay rates need to be re-evaluated. • Better paid/skilled/trained staff may mean less 1 to 1 support needed and can offer 1 to 2 support, which is more cost effective. This also helps to balance staff and client |

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| | <p>numbers in the event of an absence during scheduled activities.</p> <ul style="list-style-type: none"> • Recruitment of more male carers, especially for boys. • More mentors, ‘befrienders’ and volunteers to work with CYP. This kind of service is well received by families and provides good value for money. • Consider designated Short Breaks Coordinator to ensure Southwark offers a comprehensive short breaks service integrating all CYP with special needs; would facilitate managing, arranging and monitoring service provision. • Consider Brokerage Worker role to support CYP and families to be provided appropriate services. • Further discussions around maximizing staff working with CYP in Southwark in lieu of using agency staff; i.e. the creation of a staff pool for staff who would like to work extra hours and work with CYP in different settings (possibly with different contractual arrangements to avoid overtime pay). This also supports staff continuity and stability for families. |
| Safeguarding Responsibilities and Integrated Service Delivery | |
| In-school support | <ul style="list-style-type: none"> • Develop stronger links between mainstream and special schools for better support of CYP with additional needs. • Work undertaken with schools about disability awareness, building empathy and understanding how to meet the needs of individual CYP and developing in-school support programs for CYP without specialist or 1 to 1 support. • Review of incidents of bullying and exclusion of CYP with additional needs from mainstream schools; with the expansion of Academies there are a limited number of mainstream school places for this group of vulnerable CYP so in-school support is essential to prevent exclusion. • Work to be undertaken with schools to support cultural shift around supporting CYP with additional needs including refreshed strategies for in-school support. |

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| | <ul style="list-style-type: none"> • Consider program to support CYP to travel independently to school – i.e. walking school bus, escort to school from home or pick up point (volunteers, 6th form or college students, older siblings) and organized ‘carpools’ between parents (i.e. taking a group of children to school on foot, by bus or car). This also supports working parents and those with several children to transport to and from school. • School governors to include parent(s) of CYP with additional needs to advocate and provide link to services and information. |
| Integrated Working and Information Sharing Process | <ul style="list-style-type: none"> • Increased use of CAF for information sharing and a more holistic assessment and referral process. • Further development of Key worker and Lead Professional roles • More structured approach to Team around the Child/Young Person/Family to ensure professional networks are working together to safeguard vulnerable CYP and their families. |
| Multi-agency working | <ul style="list-style-type: none"> • More robust systems to encourage multi-agency working, care planning and information sharing including shared IT system (i.e. eCAF/SharePoint). Integration between services and professional networks will have a significant and positive impact on service delivery and family experience. • For services where referrals are received by parent carers and/or social workers, information from other professionals is not shared or provided which may be critical for the CYP and the agency providing a service. • Best practice to be shared across the children’s workforce. |
| Transition | <ul style="list-style-type: none"> • Well planned and managed transitions from Early Years provision to Reception, Primary to Secondary and from Children’s to Adult Services for CYP who are 18+ including a Team Around the Child/Young Person meeting for professionals to share information and knowledge about each client. |

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| | <ul style="list-style-type: none">• Staged and managed transitions to new sites are also important, especially for CYP on the Autistic Spectrum for whom routines and consistency are essential to their safety and well-being. |
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