Dynamite 2005-2007
Self-directed support for disabled young people
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Acknowledgements

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All names, photographs and quotes are used with the expressed permission of those concerned. Some names have been changed to protect identities.

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Introduction

This evaluation report covers the first phase of Dynamite projects (2005-2007). Although all seven sites are taking forward the agenda of self-directed support for disabled young people the formal Dynamite project finished in July 2007.

The report uses a combination of sources, and ways of collecting information. No reference has been made throughout the report to specific people and where names have been used these have been changed, unless permission has been given. This report contributes to the ongoing development of an evidence base for self-directed support and begins to offer ways of self-directed support being introduced to young people before they enter the world of adult services support. The Dynamite project has proved hard work for all involved, a valued piece of work by many families and young people and a good sound base for taking forward the individual budgets and self-directed support agenda in all seven project sites.

The report begins with a brief overview of the Dynamite project; explaining what it is and how it has worked. Following this the report explores feedback from the evaluation process, and concludes with an overview of the key learning from the first two years; the learning follows two strands, firstly how an ambitious project like this can be built to deliver the outcomes it sets out to, and second the learning from the actual development of self-directed support for young people and how this is leading work on self-directed support for children and young people.
1. What is the Dynamite project?

The Dynamite project arose out of the desire to challenge the current problems and frustration experienced by many young people and their families due to the ongoing systemic failure of services to sort out transition in a meaningful and person centred way. The difficulties in facilitating a smooth transition in support from children’s services to adult services and from school on to college and then in to the world of work are well documented. Using the base of self-directed support and individual budgets1 led by in control2 Dynamite set out to challenge the role of services and the ongoing focus on systems and process which deflect from the essential element; that of the people locked with in ‘service land’ and dependent upon services delivering the support they have prescribed on the basis of assessment, care planning and budget ‘gate-keeping’.

The reality for most young people and their families is sporadic support from a number of different people many of whom they only meet at annual reviews, a very limited range of options for them to consider as possibilities for their sons or daughters as they grow in to adulthood; these opportunities continuing to focus on segregated services whether on specific learning courses, specialist colleges or day and short break services. Most worrying and evident in all the early meetings with families at the start of Dynamite is the concern, worry and stress felt about what the future holds due to the lack of information, person centred support and the low expectations of everyone involved in the looking to the future.

1 See Appendix 1
2 In control: the total transformation of social care into a system of self-directed support www.in-control.org.uk
Dynamite set out to offer small numbers of young people and those closest to them a chance to experience a radically different future where they were in control and where they set out a plan for the future.

Seven local authorities started the Dynamite in the autumn and winter of 2005: Northumberland, Norfolk, Devon, Bradford, Stoke-on-Trent, Hampshire and Redbridge. The project began by establishing a well-informed group of stakeholders who developed the project plan, set out the outputs and agreed in some part to taking part in making the project work. At the outset of the work the focus was on establishing an understanding of the value base for self-directed support and individual budgets. This value base alongside the factual evidence offered by in control gave each area a chance to build a very different set of supports for young people and those closest as they grow in to adulthood.

Establishing the values base is a process of agreeing that every young person has the right to have a full, rich life and the chance to experience all the different things that their non-disabled peers take fore-granted. Using this each group agrees an aspirational goal for how things should be for disabled young people in their area; this is an aspirational goal that Dynamite will contribute towards and sets the context for the work of the project; specific aims, outcomes and outputs complete the project plan.
Over the two years the work centred on supporting a small group of young people (eight at the outset) and their families or carers to be able to make informed choices about their future. There was no expectation that every young person would choose to manage their budget independently; the intention was to involve people who would not usually get involved in developmental work as it is essential to develop a way of supporting people from all backgrounds and all abilities. Offering families the chance to make some informed choices about the future based on real learning and experience meant that each area could involve a diverse group of young people, families and carers.

Seven goals set by local authorities as part of their ‘Dynamite Logical Framework Project Plan’

- Young people able to make their own way in life.
- Young people have the right to opportunities, to make decisions and learn through challenges to find purpose and passion in their adult life.
- Young people make their own choices, using their own experiences as they grow into adulthood.
- Young people able to take responsibility and make decisions enabling them to live the life they choose.
- All young people will have equality of choice, opportunity, experiences and support; enabling them to take control of their future.
- Young people able to shape their own future.
Each site identified the key outputs i.e. the actual ‘things’ that will be in place by the end of the project (July 2007). These included a common set of outputs and then a number which related to transition in that area.

The common outputs were:

- A fair, transparent and equitable way of allocating funds from a finite and limited local authority social care budget.

- A group of volunteers who would act as facilitators for young people and their families.

- An approach to support planning that placed the young person and those closest to them at the centre of the process.

- A group of providers informed and willing to offer services or support options to young people and their families with an individual budget.

- An easy-to-understand decision making process and accountability process.

- A well informed diverse group of professionals and stakeholders committed to taking forward self-directed support in the longer term after the end of the Dynamite project.

- A set of stories and group of families who are willing to share their experience and learning with a wider group of people and families.
• Senior management commitment and support for the project and the longer term introduction of self-directed support for young people in transition.

• A single easy-to-access information source.

Outputs specific to one or more areas included:

• Identified people able to support families in the longer term.

• A support brokerage service offering families a chance to share the responsibility of managing money and staff.

• Advocacy support for young people.

• A Fair Charging Policy.

• Family Networks which will out-last the project.

• Introduction of the West Midlands Transition Pathway.

• Schools developing their curriculum to enable students to learn skills in decision making and advocating for their own futures; including the use of the Trans-active resource.

The Dynamite project has been ambitious from the outset and these lists display this, it was acknowledged early on that the focus of work would centre on supporting young people and families which may mean that
one or more of these outputs would form a longer term plan to continue to improve transition.

The work of Dynamite has been a mix of consultancy, workshops, training and two residential held at the end of year one and year two. The strength of the project plan being developed by each local authority, and not imposed from the outside, has been the sense of ownership felt by each participating local authority.

As the evaluation will highlight work in different areas has been radically different. In some sites the key people have continued to lead and champion the Dynamite project whilst in others it has struggled to find its way on to any agenda. The outcomes for young people have therefore similarly varied. On the whole Dynamite has been a successful project and delivered its aims where the local authorities have taken on board the agenda; it has however had a role in raising expectations for some families but failed to deliver quite the radical changes it set out to. There are currently 33 young people from the original sites with an individual budget, there are in place a number of plans for when the young person leaves school next year.

Outcomes and outputs of the Dynamite project:

- 33 young people with an individual budget.

- A diverse group of professionals and stakeholders with an in-depth knowledge of self-directed support and individual budgets.

- A set of approaches to Resource Allocation based upon linking support needs directly with an entitled to resources.
• Including the development of a Resource Allocation for Children and Young People based upon the Every Child Matters outcomes framework.

• A group of different professionals and people who have experienced the role of facilitating and support brokerage.

• A set of stories in each area about what self-directed support means for them.

• A group of providers now engaged in considering the challenges of self-directed support and individual budgets.

• A group of professionals who have ‘signed of’ plans and some of whom have reviewed them.

Dynamite has delivered to each site an evidence base which has already formed part of developing longer term plans to introduce self-directed support for young people. This report draws together this learning and offers it as a ‘story’ of radical transformation and change and how self-directed support genuinely offers young people the chance to begin ‘making their own way in life’ and ‘shaping their own future’.
A further 5 sites have started out on a second phase of the project; Newcastle, North Tyneside, Ealing, Wandsworth and Surrey are all benefiting from the experiences of the first phase. Dynamite has developed links with Learning and Skills Council initiatives and a new in control programme for children and young people is drawing heavily on the learning and experiences of Dynamite.

Families have had a chance to see a different future

_Dynamite Local Authority Lead_

_Dynamite was a great way to test out self directed support_

_Local Authority Lead_

_In terms of outcomes, it’s everything I hoped it would be_

_Family Member_

_From my sons point of view it’s fantastic_

_Family Member_

_As a mum I was really used to the council making the decisions, its not easy doing this yourself, but with support we have done it and I can honestly say we are definitely in control_

_Family Member_
2. The Evaluation

This evaluation was completed between June and August 2007. The evaluation was completed by a Paradigm consultant who has had no involvement in the first phase of Dynamite; although not entirely independent this did give a chance for objectivity when it came to the data collection, interviewing and writing-up process.

2.1 Method

The evaluation used a combination of both questionnaires and telephone interviews; the aim being to capture people’s views on each stage of the project and understand what worked well and what didn’t work for the young people, families and professionals involved.

The questionnaire and telephone interviews followed the structure below

- Assessment
- Making a plan
- Good Support Planning
- Money
- Making it happen

The report includes the views of the following people:

- Families
- Young people
- Local Authority Lead on Dynamite
• Care Managers
• ‘Brokers’
• Voluntary sector personnel

The evaluation culminates with a number of learning points which inform the recommendations for the future and ongoing introduction of self-directed support and individual budgets for young people as they grow into adulthood. Much of the learning has already been incorporated into the work with a further four local authorities who started work on the project in the autumn of 2006 and one new site in autumn 2007.
3. **Making an ‘informed’ choice**

Using ‘practice’ budgets to give young people and their families and carers a chance to experience self-directed support in an achievable and person centred way.

Summary

Learning experiences such as practice budgets are essential elements of supporting a diverse population of families understanding individual budgets and self-directed support.

Using practice budgets encouraged more families to take the next step to exploring the use of an individual budget and self-directed support for their son or daughter.

The outcome became the measure of success; emphasis was not on the process but on the outcome for the young person.

Each young person was allocated a practice budget of £200; the intention being to support them and their families/carers in designing a support plan using this £200 to fund activities in the summer of 2006. This would give the young person and those supporting him or her develop skills in person-centred support planning, accessing support from their facilitators and others, getting the plan agreed, completing the activity and reviewing the whole process.
There is a clear purpose to this activity:

- It enables young people and families to take small risks and ‘achieve’ before taking on what can be an intimidating challenge i.e. that of managing a whole Individual Budget immediately.

- It evidences the fact that families can and do let young people speak up for themselves.

- It gives everyone including the facilitator a chance to ‘walk’ through the process of getting an allocation, making a plan, getting it agreed and making it happen.

- It gave young people and their families a chance to begin thinking creatively and seeing how much they can get out of a small sum of money.

- It opened a door to many people who would not have got involved if they had felt challenged to take up an individual budget, meaning that across the seven sites there was a more diverse group of people taking part.
3.1 What did young people do? Abdul Rahman’s Story

This is Abdul Rahman with Peter his support worker at school and Maria from the local ‘Partners in Policy Making’ network. Maria is his facilitator.

Abdul, Peter, Maria and his mum Nadia spent time putting together a plan based on how Abdul Rahman likes to spend his time and who with.

*It can be overwhelming what’s involved, I think if we hadn’t of had a go at this, I’m not sure I would have gone for directing all the support*

Family member

*It was a like a tester - it went so well, we thought, we can’t stop now*

Family member

*As a Local Authority, trust with the families was an issue, I think this stage proved to the young people and their families that we mean this, demonstrating we are putting our money where our mouth is!*

Local Authority Lead
Abdul Rahman loves watching Quiz Shows; one of his favourites is ‘Countdown’. He decided that he would like to visit the Countdown Quiz Show and see it being filmed. He was supported by Mo.

Abdul also visited the National Railway Museum in York. The day out was a great success and everyone who knows Abdul says he has really got the idea of saying whether or not he wants to do things.

Abdul is hoping to do some technical drawing when he leaves school. He wants to go to college. He is very clear that he will make good use of how his money is spent.

One thing is for sure …

I would spend my money very wisely!

Abdul Rachman was one of 58 young people who had a practice budget for the summer of 2006. Young people all had their own story to tell, each had done one activity or a number of activities of their choosing:
• Sitting in the back seat of a hired convertible with the roof down dashing round country roads - loving the wind in face and hair.

• Canoeing.

• Going to Blackpool to see a rock band and getting back stage.

• Visiting the BBC News desk.

• Travelling to London to go to an Art Gallery.

• Spending a few days on the beach.

• Staying with sister and going shopping (lots).

• Visiting Old Trafford.

• Going swimming in my wetsuit.

• Staying with friends all of whom use sign language.

• Going riding.

• Going out for the day and getting a ride on a steam train.

Each young person had a disposable camera which they and those supporting them used to make a record of the activities. The pride and excitement clearly displayed when it came to sharing this with others in the autumn made it obvious to all what a success this had been.
Families found the initial stage of Dynamite crucial; gaining a ‘hands-on’ experience and understanding of self directed support and the work involved in planning and designing support that is driven by the young person.

- An understanding of self directed support.
- An introduction into planning, developing a support plan and organising an event.
- Building young people and family trust into the process.
- Understanding the potential benefits.
- Provided evidence that the Local Authority could be trusted.
- Proved that you can use the budget in a way that truly suits the young person not the Local Authority.

The use of the practice budget provided the learning and experience that many families sought and gave them a taste of what this approach of self-directed support could deliver for their son or daughter in the future.
4. **Assessing Individual Support Needs**

**Completing the Self Assessment Questionnaire**

**Summary**

Families are able to complete the form, on Dynamite they appreciated support in doing this from their care manager and/or facilitator.

As a pilot project the results should be treated as such, i.e. a first go at developing a way of linking resources to an individual’s support needs. Expectations should reflect the pilot nature of the project and not expect it to work first time or deliver allocations which are immediately accurate.

Each Local Authority started the process using the questionnaire developed by in control (RAS version 4). Some have since made their own version or adapted the In Control set of questions to reflect specific issues relevant to their geography for instance.

Completing the assessment form, linked to the development of a Resource Allocation System challenged Local Authorities to give away some control over the end result. In light of this some asked care managers to complete the forms separately; there are no common thoughts on the success of doing this as it simply seemed to add to a challenging piece of work rather than inform the end result. Generalising, it was clear that professionals tended towards ‘over assessing’ whilst family ‘under assessed’; an interesting finding for all...
those who remain convinced that families will abuse the form and try to complete it in a way that means they get more support than they may be entitled to. To quote one family member, “we don’t want a Rolls-Royce... a moped that works is fine, as long as it gets us there”.

The underlying issue however remains a serious problem; trust has in many cases completely broken down between families and services with neither trusting the other. This is further supported later in the evaluation. Working with a small number of young people and their families offered a chance to re-build this; in some cases due to ongoing poor communication and concerns about individual budgets and their use these relationships remain poor and in a few cases are much worse than when the project started. The radical transformation of the existing support services into a system of self-directed support should be expected to be a challenging and rewarding experience and viewing the evidence across all seven sites this would be a fair reflection; difficulties have arisen where this has not been fully appreciated and where support has not been given to those leading the work.

Families found that the self assessment questionnaire worked well, with some families completing the questionnaire themselves, whilst others used the local identified support personnel. The following points were consistent in the feedback received:

- Support is needed to complete the forms.
- Families felt the process was really straight forward and easy to use.
- Length of time to complete: 15 minutes - 2 hours.
Independent support was felt to be important to ensure you can trust the person’s advice.

A circle of support really helps to ensure the process is focused on the views of the young person.

The process was easy to understand and follow however the LA were not always clear about the process locally.

Clear to use, really revealing for our son, highlighted his vulnerability therefore the indicative amount reflected this.

Dynamite supported us to set up a circle of support, we all got involved in the assessment.

One area found the section “Risks and problems, How I behave” difficult to answer and understand.

‘It made sense, although it is really helpful to have someone for support to bounce ideas against and to confirm your views’

*Family member*

Completing the self-assessment acted as a sound beginning with young people and families involved right from the very start. This was not the case in all seven local authorities; the challenge of involving people in assessing their own needs continues to be ‘too big’ a challenge for at least one local authority and in many cases the notion of ‘self-assessment’ is inaccurate as many families chose to have support from their facilitator and/or care manager in completing the form.
5. **A Resource Allocation System**

Using the *in Control* Resource Allocation System to inform the development of a local allocation system linking support needs with an entitlement to resources to fund support.

**Summary**

View the introduction of Resource Allocation Systems (RAS) as a first step to developing an informed, transparent approach to the allocation of funds based on an individual support needs.

Ensure that current costs and use of the social care budget are up to date and available to inform the RAS.

When working with families and young people be clear about what they are committing to and honour the commitments being made.

The introduction of a completely new way of allocating funding when there is considerable pressure on budgets and many different strategies and directives in place to constrict how money can be used, for what, by whom and how much makes for a challenge. The central focus of the in control Resource Allocation System is that there needs to be a relationship between support need and entitlement to a sum of funding. (Reference Appendix 1)
Using the in control RAS4 as a base, areas have developed various sets of
questions and approaches. One area simply accepted the resulting
allocations from RAS4 and worked through how appropriate they were
for the individual young people taking part making changes along the
way; another local authority completely changed the system attempting
to pay more attention within the assessment to the impact on family
carers, yet another made minor amendments to the RAS assessment and
developed a format that was useful for the project which is now in the
process of further evolving. Standing back from work in individual areas
the use of Resource Allocations for a small number of people as a first
step to transforming future resource allocations has to be supported and
risk taking valued; without this and with more and more attention being
paid to the minutiae of allocations the process will come to an abrupt
halt as it has in a least two Dynamite sites.

There is a detailed analysis of Resource Allocation for self-directed
support within the forthcoming in control ‘Phase 2’ report (available in
autumn 2007). Although a challenge to local authorities where needs
based systems for allocating resources have been adopted there is a
clear benefit both in the efficient use of a limited social care budget and
secondly on being able to allocate directly to an individual and move
away from the ‘panel’ method of agreeing and setting budgets. The
feedback from the participating sites clearly evidences the difficulties in
transforming the way that budgets are allocated and for most it would
be best described as a ‘work in progress’.

- RAS - lots of versions used but without real evidence of use equitably
  and based upon thorough substantial finance information.

- Comparative experiences of RAS would be hugely beneficial.
• Inaccurate RAS and indicative budget allocation led to disappointment for families.

• Clear guidelines from ILF - to support people in allocating resources to their support plan.

• Modelling of the RAS not substantial enough, leading to inaccurate budgets and then disappointment for families in some areas.

• Lack of clarity around what the current RAS covers i.e. short breaks service.

• There is no money in the RAS allocation to pay for an agent if my Dad was not able to do it.

• The technical knowledge provided by In Control can be difficult to follow.

• Due to difficulties in designing the RAS, it has been difficult to have complete confidence in the Indicative Amounts.

• Some areas have developed a local RAS to work from and although not entirely happy with it, it has helped to begin the process.

• Support from in control has been extremely helpful to some of the finance personnel.

• ILF in one area has been used significantly to ‘top up’ peoples budgets
• Dynamite finance days have proved to be extremely helpful in unpicking some of the finance information

Resource Allocation provides a mechanism for allocating the local authority’s finite resource as fairly and transparently as possible, as all seven sites and the new sites are discovering this is a long term piece of work and a very necessary piece of work.

One outcome of the work by the Dynamite project in Redbridge and subsequently Stoke-on-Trent is the development of a Resource Allocation System for Disabled Children and Young People.

Using the Every Child Matters outcomes framework as a base a set of questions have been developed which identify the amount of support needed for a child or young person to move towards each of the five outcomes.

• Stay Safe
• Be Healthy
• Make a positive contribution
• Enjoy and Achieve
• Achieve economic well-being
Here is an example of one of the questions:

**Stay Safe**
This section is about how safe you feel at home and in the other places you spend your time.

| 1 | I am safe and enjoy the company of the people I know and who support me each day. |
| 2 | I am safe with some people. I can get myself in to difficult situations with people I don’t know. My family feels I am vulnerable because of my high support needs. |
| 3 | I don’t trust many people in my life. I have had some very bad experiences. I don’t feel safe at all. My family feels I am vulnerable because of my high support needs. |

**Figure 2:** The Every Child Matters Resource Allocation System (in Control and Paradigm)

This allocation tool has been trialled in Redbridge and Stoke-on-Trent where the Disabled Children’s Teams have been central to the development process. It is now being used in two of the new Dynamite sites and will form a central part of the ‘Taking Control’ programme. The challenges experienced by those introducing this are replicating those experienced by many who started out looking at adult services resources. By the summer of 2008 there will be a number of young people with an individual budget from children’s services using this approach to resource allocation.

It would be dishonest for this report to suggest that although challenging this has been an approach that is now in use in all seven areas. This is not the case, in one area the allocation of resources and subsequent budgetary pressures has led to the complete breakdown of the early work with families on the Dynamite project; breakdowns of trust and

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3 Taking Control: Self-directed Support For Children and Young People, an in control programme being launched in September 2007

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communication alongside differing views on how individual budgets can be used have contributed to what has to be acknowledged as a ‘failed’ project. The learning to be taken from this reflects more on how a pilot project should be supported and how families’ commitment and input should be valued. The feedback from other sites and young people and families balance this one instance and alongside the wider feedback from in control clearly show the benefits of adopting a different approach to the fair and equitable allocation of limited funds.
6. **Making Plans**

Developing a support plan using the individual allocation to deliver support and opportunities for the young person.

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<td>A good support plan is based upon person centred planning principles. Families really appreciate input from others. Local authorities need to focus on the outcomes of a support plan and less on the way that funding is being used to provide the support the young person needs.</td>
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All the young people had an experience of writing a very simple support plan using their £200 practice budget in the first year; in the second year the challenge was to develop these skills with support from their facilitator and some training and information by writing a support plan for the whole allocation.

In the first year the in control resource ‘In the Driving Seat’ was offered as a basis for support planning however feedback from all concerned was clear that this was it was not useful; training to key people including some family members focused on ‘what makes a good support plan’ and the development of good solid person centred planning skills. As such there was no single format offered; feedback from the first residential workshop
in July 2006 has since been included in guidance on support planning (www.supportplanning.org.uk). The understanding being that however a support plan was written it had to address the following seven points:

- What is important to you?
- What do you want to change?
- How will you be supported?
- How will you spend your Individual Budget?
- How will your support be managed?
- How will you stay in control of your life?
- What are you going to do to make this plan happen (action plan)?

Families welcomed the planning stage and felt this was a vital part of the project that gave them the means to begin exploring the future for their sons / daughters;

- Planning stage worked really well for families.
- Planning stage could be a really emotional experience - to plan a future for your son / daughter is fantastic.
- Compiling a person centred plan was cathartic, painful, emotional but entirely worth while.
• Good support is felt to be crucial to ensure the persons voice and perspective is driving the plan.

• A circle of support really supported the young person and their families to plan for the future, ensuring the young person’s voice is heard.

• Families worked really hard at pulling together the plans, families really welcomed the chance to meet other families.

• There is a sense that some of the LA’s are applying traditional thinking to people’s use of budgets - too rigid.

• Applying direct payments criteria to signing off plans - Individual budgets flexibility is not being applied to all areas.

• Resources used ‘top tips’ and ‘guide to support planning’.

• One family felt that their support plan and desired outcome was the ‘wrong answer’ as it involved residential care.

• A robust support planning template which clearly covers LA requirements is needed.

• Families have found this daunting and welcomed the local support on offer.
• Some families really struggled with planning and developing support plans, particularly as the time implication had an impact on their caring role, in light of this some felt that without the support locally this could have prevented them from moving on.

Absolutely a wonderful experience to do, took my breath away so emotional as all of my family were involved - really well worth doing

Family Member

Meeting other families really helped in shaping our thoughts about what’s possible

Family Member

The more examples of how other people have used their budget creatively, the better that really helps

Family Member

Developing a support plan and using person centred approaches including ‘circles of support’ were a key activity for all involved and the outcomes are clear within the feedback. Circles of Support in particular gave families a chance to involve others who knew their son or daughter and in a number of cases formed the basis of an Independent Living Trust which took responsibility for managing the individual budget.

Local Authorities continue to be challenged to ‘let go’ and to stop setting expectations and rules about how money may be used. The only expectation that can be applied to an individual budget is that it cannot
fund ‘illegal’ activity. The continuing imposition of expectations will deflect individual budgets and self-directed support from its central purpose, that of the person entitled to support being in control of that support and the resource funding the support. There have been some very creative ways of using budgets including the part funding of cars, holidays, and leisure activities. Rather than setting expectations and rules about how money can be used it is the responsibility of the local authority to ensure that the budget is delivering the outcomes for the individual person that have been agreed in the plan. It is for the local authority to release their hold on how money is being used and to focus on whether it is actually delivering outcomes.

Families welcomed the opportunity to meet with other families to share ideas and examples of plans and ideas; particularly around creative use of individual budgets. There are a growing collection of examples of different support plans on the in control website.

In a number of areas the families’ network has been an unexpected but much valued outcome of the project. In Norfolk the families group is linking up with a new family-led organisation ‘Family Voice’, the hope being that not only will new families find out more about self-directed support but those who already have an self-directed support package set up for their son or daughter will be able to share their knowledge and experience.
7. Supporting families - facilitating and brokering plans and support

Young People and Families are supported by a facilitator

Summary
Access to a local ‘Centre for Independent Living’ or similar independent support contributes greatly to the development of a good support plan.

Families greatly appreciated the input of their facilitator.

The provision of support brokerage is key to the self-directed support agenda and long term plans to provide this support whether from one organisation or a number will be central to a local authority introducing self-directed support and individual budgets.

In line with the drive of the Dynamite project to develop a local evidence base and an experienced group of people who could take part in the longer term development of self-directed support the development of formal ‘brokerage’ was steered away from. Instead a group of facilitators were recruited from a variety of professionals and places, including local authority financial officers, Connexions Personal Advisers, Social Workers from both children and adult services, representatives of local voluntary organisations, the local Coalition of Disabled People, provider services, a retired head teacher, a retired assistant director of children’s services, a sixth form teacher and a least
one care manager who had ambitions (which have been realised) to take up the role of an independent broker in the future.

In each local authority this group would develop a set of skills based on experience, and complemented with training input from Paradigm, that would inform the future development of support brokerage within that area.

The feedback from families relating to the support from a facilitator has been very positive:

- Facilitators support was appreciated by families.
- Facilitators ‘filled in the gaps’ for some families, felt it was really important to have support on hand, should you need it.
- Facilitators had little technical expertise in supporting people to design a support package - would benefit from using local expertise in the future.
- Facilitators are only useful if they have the technical expertise to support people to navigate through the system.
- Some trainee facilitators have learnt new skills and provided really good support and as a result we have a much better understanding of the value and range of that role.
- Volunteer facilitators did not work particularly well, the role can be crucial to families; therefore a longer term commitment to providing this support is essential.
• Workshops and information meetings held within Dynamite proved to be extremely helpful in preparation for our role.

• Requires time, research, and advocacy where appropriate, setting up Independent Living Trusts and sourcing sufficient providers.

• Some plans were very complex and required legal, financial and employment advice.

The role of my broker was really useful; they were support for us, kept us on the right path

Family Member

The Broker has been so important and is helping us on a voluntary basis; this is worrying as without her I don’t think I could do it

Family Member

‘Support brokerage’ encapsulating all the different types of support offered to families, and all the different sources of support was greatly appreciated by all those taking part. The response to the identification of this need will form a key part of the long term introduction of self-directed support for young people. There is already some capacity within local services and organisations to begin meeting this need.
Example

Independent Living Norfolk (Norfolk Coalition of Disabled People)
Funded by the local authority this organisation works independently to the local authority supporting many people across Norfolk in accessing and using direct payments and on a wider agenda providing information about employing people, rights, advocacy, and as a voice for disabled people in Norfolk. Due to their historical role in supporting many people in using direct payments including a large number of families with a disabled child or young person ILN were well placed to take the role of facilitator for some of the families in Norfolk. Their expertise and support has been invaluable.

There is also an understanding that specialist advice needs to be sought for some people depending upon their situation. ‘On one plan alone we had to seek advice from solicitors, CSCI, ACAS and, even though our organisation is expert in employment advice for direct payments users, we still had to also seek specialist employment advice.’ In the near future there will be ‘capacity’ issues as they are not a large organisation and as Norfolk is also a Dept of Health IB pilot site for people with mental health problem there are rapidly increasing demands being made on their resources. However they do provide an exceptional model of support brokerage and their input has had a key role in Norfolk having so many of original young people already using their Individual Budgets.

‘Our organisation had no idea just what would be required of us at the start of this project. It has been a huge learning experience but one that has also been so rewarding; we feel privileged to have been part of the project. Individual Budgets fit perfectly with the values and principles of our user-led organisation. We are keen to be a part of the future of Individual budgets in Norfolk.’

Contact: alex.macnulty@ncodp.org.uk or mary.fisher@ncodp.org.uk
8. **Money**

**Using an individual budget creatively and in a person centred way**

**Summary**

Families will choose a variety of different ways of managing the individual budget, from managing it themselves, setting up an Independent Living Trust, asking an agency to manage it on their behalf, sharing management with the local authority or asking the local authority to manage it for them.

Strong and well-informed leadership is essential to this whole process and avoiding letting families down.

In the process of developing a support plan the family and those supporting them will take a decision about how the individual budget will be managed and who will manage it. The assumption in Dynamite is that this would mean a variety of different ways of the budget being managed and the evidence would suggest such a diversity of approaches. Most common has been the sharing of budget management, whether through leaving funds within the local authority and managing a smaller amount, taking control of the whole piece or leaving the whole amount within the local authority and simply being part of decision making process.

In one area accessing Independent Living Funds has significantly added to the Individual Budget and impacted on the local authority’s budget; in other areas the Independent Living Fund have not been so flexible and
have made it difficult for young people and their families to access ILF to contribute to their Individual Budget.

The feedback from families and others under this heading continue to reflect the challenges of Resource Allocation and the impact that local authority’s difficulties with this and how their continued expectations about how money can be used to deliver support have on young people and their families.

- There was a danger that families were expecting a higher level of funding than would be given out ordinarily. This needs to be clear.

- The IB amount was given then it kept changing - really unhelpful.

- Sense of disappointment in signing off support plans and what families, can and cannot use their budget for.

- One family's support plan was described as a fantasy.

- Creative use of IB was not clear some felt they were applying creative thinking and the statutory agency saw this as an improper use of IB.

- Families felt they were let down by the Statutory Agency, stalling the money.

- The level of negotiation required at this stage is felt by some families to have been immense. Local Support to families is essential at this stage.
• Evidence to support the best value aspect of the model was felt to be apparent in one area.

• Not all families want to hold the money and opted for an organisation which offered support to manage the budget.

The difficulties local authorities have with relinquishing control of how money can be used is not an issue particular to Dynamite, it is a common story across many local authorities within in control. Where moves have been made to truly put people in control there has been a strong senior leadership, for example in Oldham where there are now nearly 900 people with individual budgets, in Cumbria where there are nearly 300, 44 of whom are young people in transition and in the whole in control ‘total transformation’ work where chief executives have taken ownership and leadership of the work.

In Dynamite 2 some of these findings have already influenced the way that resource allocation has been introduced with more emphasis on senior management understanding and support and also a focus on being clear about what Dynamite is setting out to do, i.e. establish an evidence base by allocating individual budgets to 8 young people upon which a wider introduction can be based. There have, at times, been disproportionate difficulties placed in the way of this happening over the last two years and hopefully more clarity about this will smooth the experiences of young people and families which have in a minority of cases, been very stressful and disappointing.
9. **Making it happen**

Using an individual budget to deliver a young person’s support plan.

### Summary

Creativity and flexibility on the part of everyone are central to making the support plan a reality.

Support for a person can come from all sorts of different places; family, siblings, friends, community networks, provider services and in-house provision.

Provider services are challenged by self-directed support. Many are willing to begin working through the changes they need to make by getting involved in pilot projects such as Dynamite.

Families and young people have worked closely with their facilitator to develop supports which they feel delivers the support that the young person needs. This has included the setting up of independent living trusts.

- Families felt inspired to create supports that truly work for their son or daughter.

- Insufficient information on legal aspects of employing people.
• A relatively small budget reduces flexibility with regards to holidays, sickness/leave/training/maternity cover, families need sound technical advice around how to manage this.

• Support for families to do the work themselves is critical for long term success.

• A trouble shooter role is essential which has invariably been the Dynamite lead, although in some areas voluntary agencies such as independent living centers have proved to be crucial.

• Long term sustainability is a concern to families and needs to be considered.

• Sourcing support providers was an obstacle in one area.

• In one area a short training session for family’s about their responsibilities as an employer took place, which supported families understanding.

So far no one has had a problem recruiting, which was initially one of all the family’s main worries.’

Facilitator

In the autumn of 2006 events were held in each area targeting in-house and private and voluntary provider services. This was important for two reasons; firstly to begin raising awareness in the local area and more
importantly as the young people would be looking at a range of support options that they could use their individual budget to fund. In each area a small number of provider services expressed interest in offering support to young people and families.

The development of self-directed support challenges providers to radically re-think how they offer people support, what they offer and how they make sure people know about what they offer. There are also considerable challenges relating to the costs of their services set against a family or person exploring how they could ‘do-it-themselves’.

Example
A young woman living in a very rural area wanted to access a resource in the local city for three days a week. To date she has had no experience of using public transport and the family are unwilling to explore this immediately because of concerns about specific health issues. Initially the family set out to cost up and fund a taxi service for the young woman from the individual budget, however with charges of £35 per day it meant that nearly 70% of the individual budget would used for transport and the local authority were unwilling to add to the allocation made.

The parents approached the support provider with this problem and one of the members of staff who knew the young woman volunteered to pick up the young woman on the way to work as she lived in the next village. The transport now costs £5 per day. The provider through extending their offer and being prepared to be flexible about how staff support people has helped make a reality of the young woman’s support plan.
Support has been found in different ways by families:

- Some families have recruited people they and the young person have known well - family friends or siblings who live away from the home.

- Some families, who initially were not sure how they would get supporters, found that just chatting with friends lots of people offered to help out and they didn’t have any problems recruiting really good support workers that the young person wanted.

One family have used the support of the direct payment team and care manager to advertise and recruit - the young person sat in on the interview and although she didn’t use words, she was able to clearly show from body language the person they clicked with, who then got offered the job - this has gone on to be a really good relationship.

Stories of how individual budgets are working for young people are beginning to emerge. Here are three that have been shared with the evaluation and a full story from a parent of a young man in Norfolk who explains in detail their experience of Dynamite.
Story 1
2 young men have pooled their individual budgets to employ their own support team in their own house. The support is managed by their 2 Independent Trusts who consist of family and friends. The support was recruited based on the young men’s interests and both of the young men lives have improved immensely. The family directed the support themselves keeping within budget.

Story 2
A young man and his family planned for him to live with as much independence as possible, similar to that which he gained whilst living at residential college. Josh moved into a service alongside 3 other young people. Josh’s individual budget is administered via the LA in the form of an individual service fund.

Story 3
My son is 18 and now wants to do more, get out and about. His individual budget will help him do his ‘own thing’. We will employ his support and recruit accordingly based on his interests etc. Everyone is different so it makes sense that peoples support should be different.
10. Dynamite - Steve and James’s Story

Steve had received his education out of borough as many young people do and although this proved to work for Steve, it made coming back into the borough difficult as Steve knew very few people in his local area. As a family we had always envisaged Steve living his own adult life as independently as possible. As a mum I did lots of research into the possibilities for Steve. At the time the idea of self directed support was thought to be too difficult by our social worker.

I began by approaching our local Housing Department and asked questions about the possibility of Steve renting a house or even my house and then working with Social Services to organise the support for Steve and any flat mates. The Housing Department were really keen and where surprised that they hadn’t been asked before supposing that youngsters either didn’t want to live independently or not able.

Social Services were keen to help but needed to use recognised service providers for the care package. Social Services helped find potential house mates for Steve. The social workers offered names of young people who they thought may be interested in sharing Steve’s house and I organised a variety of events for Steve to get to know people and for us to see if the partnership would work, this we later realised was not the best way, as the names were of people who were desperately looking for...
places imminently and on only a few meetings it was difficult to judge compatibility, also it relied heavily on the involved social workers to know them well and with all the boys being from out of county placements this was unlikely, in hindsight we would encourage existing friendships or spend more time sharing time together before moving in as housemates.

The agency that Social Services agreed to provide support were operating to, what I felt, were really traditional systems you would see in care homes or residential homes, i.e. low expectations of the men, traditional shift patterns ending at 14.00hrs for a day shift etc and because they would do one shift and not be back for perhaps over a week didn’t care, if the boys don’t suggest doing something then they must be happy (not doing anything, at least they are quiet, never mind that they may be bored, or not know what’s on offer). The support workers could see one boy was causing considerable disruption to the lives of his housemates, wanting them to leave and let him be in the house on his own, not paying any of his bills and damaging furniture etc around him, they seemed unable to deal with or seek advice and became consumed with his behaviour to the determent of the other two boys, i.e. letting the other boys pay his bills even food and doing the shared jobs cooking/cleaning etc This made things really difficult and at times, I felt like we as a family had a really different ethos to the providers, in terms of the support Steve and the others received. As we (families) were not the employers we had very little say in how things where going. Overall some of the people who were put forward to share with Steve were not necessarily the right people for each other and this caused some difficulties in terms of asking people to leave. This process proved lengthy taking eighteen months to get a young man wrongly placed, to move to a more suitable place.
The Local Authority decided to invest in Dynamite and I was approached as the situation was not working out for Steve in the way we had intended. Initially we had a trial run using £200 to plan an activity and this was a big learning curve for us as immediately alarm bells rang! Who could we employ to take Steve on a trip? We needed insurance, but to take out this insurance in Steve’s name he needs to be answerable in court if anything goes wrong [and things can] I knew he couldn’t so we then had to arrange his trust so we could stand for him.

Once we begin Dynamite it became clear that we could take a much greater role in being in control of the situation by employing the team of supporters ourselves, therefore really designing the team around Steve and the other young man James who lived with him. It looked like the ideal solution.

I used services locally like Independent Living Norfolk to begin the design. As this was new, the answers were not all figured out, however between myself, local supporters, our Local Authority lead and Nick from Paradigm we worked out solutions.

As we began the journey, the technicalities of what we wanted to do involved some real challenges and some creative thinking from us all!

We found that for the lads to become employers via direct payments they needed insurance and this raised a capacity issue. We looked at possible options and found that a Trust can act on their behalf as the employers. We worked together to set up Individual Trusts for both young men. This also meant that it wasn’t simply the ‘mums’ who were making decisions and had all of the responsibility.
We wanted the supporters to work around both of the men in terms of supporting their lifestyle, which included a very different shift pattern to a traditional pattern. Together we worked this out, which allows the boys to access the community like any other young people.

Steve and James received their own individual budget indicative amounts and as two families, we decided that although their budgets are different and representative of their own needs, we would like to put the budgets together to get the most for our money.

We had close friends who work in the legal field and they supported us with any legal issues. We drafted a contract between the lads to ensure that although both Individual budget amounts were being used together, should the situation not work, either person can leave taking their individual budget with them. Together we wrote the support plans to ensure that the support plan was absolutely focused around Steve and James.

As a mum I knew nothing about being an employer but I found that if I asked, I would eventually find an answer. Both Trusts worked out a clear chain of command for the support team to make sure that everyone was clear about how the support team would be managed. We worked out expectations, job descriptions, rates of pay etc. We wanted supporters who enjoyed the same kinds of things as Steve and James, so we looked around locally and decided to target the local universities, and wanted people who could teach the men to run a home.

We worked with local supporters and organisations such as ACAS who helped us figure out some of the employer issues. The really important aspect of the local support is that it provided us with someone to
‘bounce ideas off’ and felt that we weren’t alone.

We have worked together to get the most from the budgets, making savings as we go along. There are many examples. As parents we decided to cover any sickness and annual leave within the support team, making savings instead of using agency staff. We worked out that it is cheaper to pay mileage than taxi fares. We have made huge savings in comparison to when social services managed the service.

We still have some technical issues that crop up and together we work through them until we find a solution. We had determination, local support and a local authority lead who worked with us to find solutions. Recently we purchased a car and will recoup the money within two years if not sooner on the savings from taxi fares and mileage.

Don’t get me wrong we have had are ups and downs, its time consuming, phone bills can be high, and some things may work for one and not another but I think of it as a flowing river, stand back and enjoy but be aware there are boulders and currents at certain times but it can be a lily pond and all that matters are the boys have an enriching future which they are involved in shaping.

The latest we are now planning for the boys to leave part time college to go to assist where they will be supported to find a purpose/employment no matter how small, for me this brings tears to my eyes, when Simon was 5yrs I was told by an arrogant speech therapist she could predict the future of all the children in her care, being at home with parents until the parents take there last breath, Simon has proved her wrong I’m so proud, he and James run a large home and garden, they cook the meals, clean, have a social life, friends stay for weekends and have karaoke
evenings and have dreams of working in the community and although that last task will for Simon be the hardest I wish him well and pray for even the smallest success. The latest news is the boys have just returned from Disney Paris, and I still can’t believe they went on Space Mountain ... we have the photos to prove it,

‘This is the best thing I have ever done for my son’
11. Learning and recommendations for the future

Dynamite was a great way to test out self directed support

Local Authority Lead

...some really good spin off projects have got of the ground e.g. positive transition website, transition toolkit, - we have had some fab interagency working going on that will continue and children’s service are interested in using the model

Local Authority Lead

Everyone in the organisation from finance to care managers now recognize and use the language of self directed support, it’s in the vocabulary now!

Local Authority Lead

These three quotes indicate that Dynamite has achieved three of its key outcomes:

- Offering local authorities a ‘first try’ at self-directed support.

- A chance to get to grips with many of the linked difficulties and issues in supporting a smooth transition from children’s services in to adult services.
• The development of a wide and well-informed knowledge base within the local authority.

Pilot projects are not easy when they set out to begin totally transforming the way a service is delivered and how people are able to live their lives, the following recommendations draw together experience from all the feedback and interviews along with experiences from the two years of work from a variety of sources:

11.1 Recommendations for Local Authorities and their partners

• Local authorities will need to grasp the complexity and enduring nature of support planning for people with learning difficulties. This will be time consuming and costly for any support organisation if offered to more people.

• Approach resource allocation with ‘common sense’ and resist the temptation to become consumed by technicalities and process.

• Recognise that finding a way to allocate resources is difficult and requires resources and expertise.

• Don’t engage families if you are not prepared to follow the process through to the point of releasing the money.

• Remember this is about people’s lives and not a social experiment.
• Trust families.

• Senior management leadership, ownership and support are essential from the beginning of the project.

11.2 Recommendations for young people and families

• Use other families for support – this has proved to be invaluable.

• Don’t try and do it on your own.

• Speak to families who have done it and then make your mind up.

• Use your local support mechanisms to help work out solutions.

Finally the feedback on how the project worked and what helped highlighted two factors:

- Accessing the wider national network of those involved in developing self-directed support including support from other local authorities, the In Control support team and Paradigm.

- The extra ‘expertise’ that could be brought in e.g. housing or benefits advice was much valued by families and trainee brokers.

The ongoing process of learning has already changed the way the second phase of Dynamite is being delivered and will go on influencing how support is delivered to many young people as they grow into adulthood.
12. Looking to the Future

The Dynamite project has significantly contributed to the future of self-directed support for young people and is now also setting an agenda for children and young people and the long term goal of developing a ‘whole-life’ approach.

Not mentioned within this report is the work undertaken by Pippa Murray who worked with a number of schools in Dynamite sites to begin thinking through how schools and their curricula can play a part in the development of skills\(^4\). This work has since formed the basis for a national programme of six schools of ‘excellence and the recently published ‘Person Centred Schools\(^5\)’ document. Abbey Hill School in Stoke-on-Trent and Ellen Tinkham School in Exeter are two of these schools of ‘excellence’. Chapel Grange School in Bradford who contributed to the early work have since been working with MENCAP’s Trans-active planning tool and will be continuing to work with MENCAP on a newly re-designed version of the software programme focused on support planning in schools.

The vital role of schools forms a hub within this graphic that describes a self-directed route through transition in to adulthood.

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\(^4\) What I want to do; Making Choices and Decisions, Murray, P., Dynamite Project, Paradigm, 2006
\(^5\) Person Centred Schools, Murray, P and Sanderson, H. June 2007
The development of the Children’s Every Child Matters Resource Allocation and the recent development of a mirror process for post-16 funding from the Learning and Skills Councils\(^7\) not only evidences the fact that this is ‘possible’ but that individualised funding from a number of sources can be used creatively to promote positive outcomes for young people with additional needs.

The next step and one which Dynamite has contributed to is to see the development of a whole life approach. The new Dynamite sites are focusing in greater depth on the individualising of children’s services funds and linked with the new ‘Taking Control’ programme for children and young people the intention is to deliver a first ‘framework’ by June 2008.

\(^6\) A Self-Directed Approach to Transition, Duffy, S. and Crosby, N. June 2007
\(^7\) Making Sense of the Money, Crosby, N. and Palmer, M. Eastern Region Learning and Skills Council 2007
13. Conclusion

... this is an exciting initiative which brings alive the concept of individual budgets and being in control of the means of support. Professionals have overcome concerns about losing authority over processes by recognising the changes brought about in the young people and their families and developing their relationship as a partnership.

(DWP, DCSF, DH 2007)

The Dynamite project has delivered an evidence base upon which the future wider introduction of self-directed support for young people can be based. At least two sites have decided to use individual budgets and self-directed support as the ‘default’ approach to transition for all young people entering the world of support from adult services. Clearly there have been a range of experiences including some negative; viewing progress across all seven sites highlights the initial premise of Dynamite: self-directed support offers young people the chance to ‘shape their future’ and ‘make their own way in life’.

The contribution that Dynamite has made to transition across the country is a contribution from all those young people, families, carers, professionals, managers and stakeholders who have worked hard and not lost sight of the goals they set themselves at the outset. It is for these people to feel proud of their role in changing what the future could hold for disabled children and young people across the country.
This report has set out to offer an honest re-count of the first two years of work on the Dynamite project; drawing on the feedback and input of a variety of people, the experiences of many over the two years and the growing body of evidence of the much improved lives of many who are now managing their own individual budget. Many comments from people made during the evaluation process have provoked discussion within this report, however the real outcomes are those reflected in Steve and James’ story and others documented here, and in the quotes from families who are now involved in managing their sons’ or daughters’ budgets and the impacts that they have seen this having on their child’s future.

Nic Crosby
Kate Fulton
September 2007
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Taking Control: Self-Directed Support for Children and Young People, An in control programme for children and young people, Nic Crosby, Paradigm

What I want to do; Making Choices and Decisions,
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Person Centred Schools,
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A Self-Directed Approach to Transition,
Duffy, S. and Crosby, N. June 2007 (Conference materials)

Making Sense of the Money: Allocating Resources for young people with learning difficulties and/or disabilities
Crosby, N. and Palmer, M.
Eastern Region Learning and Skills Council 2007

Progression through Partnership: A Joint Strategy between the DFES, DH and DWP on the role of Further Education and Training in Supporting People with learning Difficulties and/or Disabilities to Achieve Fulfilling Lives,
HM Government, June 2007
Further Information

Dynamite, Taking Control and linked work around Self-Directed Support for people of all ages, the In Control Providers Network, the ‘New Partnerships’ Programme and ‘Bringing People Back Home’
www.paradigm-uk.org

In Control - Self Directed Support, Total Transformation and all linked work with 96 local authorities, the ADSS, Leaning and Skills Councils, and the Scarman Trust
www.in-control.org.uk

Support Planning and Person Centred Transition Reviews
Paradigm
www.paradigm-uk.org

Helen Sanderson Associates
www.helensandersonassociates.co.uk

Aiming Higher for Disabled Children: Better Support for Families
Department for Children, Schools and Families
www.dcsf.gov.uk

Making Sense of the Money: Individual Learning Support Funds, funded by the Eastern region Learning and Skills Council
www.paradigm-uk.org
www.in-control.org.uk
www.palmerconsulting.net
Progression through Partnership
Department of Children, Schools and Families, Department of Health, Department of Work and Pensions

Improving Choice, Eastern Region Learning and Skills Council 2003-2006
www.lsc.gov.uk, follow Easter region links or search ‘Improving Choice’

Every Child Matters, Outcomes Framework
www.everychildmatters.gov.uk
Appendix 1

Resource Allocation

The existing method of allocating a budget for support is based upon the Community Care Assessment and a professionally completed Care Plan which then goes for ‘sign-off’ more often than not at ‘panel’.

Individual Budgets are an upfront allocation of resources which will then inform the design of a person centred support plan.
Appendix 2

What is ‘self-directed support’? What are ‘individual budgets’?

Self-directed support has been developed by the in control project since 2003. It builds on how direct payments have helped people who need additional support have control over their lives. It starts from the point of acknowledging that everyone is a citizen and that some people are entitled to support to enable them to be full and active participating citizens.

Self-directed support means having control over how funds are used to get the support and individual needs to be an active citizen. Local Authorities allocate funds upfront and then the person/child/family with support are able to make up a plan how the funds can be used (this will include thinking through how they want to manage the funds and who will be supporting them or their son or daughter). Basically a family would be able to think how best they would like to use the money to support their child in the way their child needs to be supported. It will be the role of professionals to support the family, child/person to write the plan and take decisions about the use and management of funds.

The pathway that in control use follows seven steps, these are outlined below as an example of how families with a disabled son or daughter may be able to take control of the funds available to support their son or daughter in the future.
The Allocation of Resources: Using a simple set of questions resources are allocated to an individual based on their own support needs. This is an indicative allocation and is then used to inform a support plan.

Making a Plan: The person who needs support with the help of those closest to them and others of choice puts together a plan explaining how the budget will be used to fund the support they need. The fund can be used flexibly to cover direct support costs, expenses, and leisure activities.

Agreeing the Plan: If the plan includes good quality information about money management, important people, risk, reviews and responsibilities and is centred on the person requiring support; then the local authority can agree to it and hence set in motion the money management process as outlined in the plan.

Managing the Money: The money can be managed in a variety of ways which is particularly important for those new to this way of working. It can paid directly to the person, managed by a Trust on their behalf, managed by an agent or provider service or remain within the local authority and managed on behalf of the individual.

Getting Support and Support that suits you: The Support Plan will set out how a person wants to be supported, when, by whom and will include the costs of support. Where the support comes from is controlled by the person. It may come from individuals the person knows, from an agency, a provider, by accessing local authority services or most often by a combination of one or more of these.

Accountability: The local authority is charged with the responsibility of ensuring that the plan is delivering the identified outcomes for the individual.
person and that the budget enables the person to do this. This happens through the Review process.