

# The SE7 Framework for Choice and Control



**in**  **Control**<sup>®</sup>

**South East**   
Special Educational Needs & Disability

[www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk)

## Contents

- 2 Introduction
- 3 SE7 Commitment to Parent Carers working with us in the SEND Pathfinder
- 4 Child, young person and family are at the centre
- 5 Making best use of the child and family's real wealth
- 6 Personal Budgets as one part of a whole approach to support
- 7 Outcomes as a basis for making allocations
- 8 Resource allocation systems
- 9 Contact details
- 10 Glossary

## Welcome

This framework provides a common basis for a joined up approach to personalisation including personal budgets across health, care and education in each of our local areas in the SE7 region. It links closely with our Assessment and Planning Framework. Both frameworks have been co-produced by parent carers and professionals.

This booklet is called 'the Framework for Choice and Control' as this recognises that there is a vast range of different sources of support, activity and opportunity which are available to children, young people with SEND and their families. The title makes clear that, however the support is provided, the SE7 emphasis is on children, young

people and families being able to take control, and are able to exercise choice about how and what is provided.

Personal budgets are allocated when the child or young person has support needs which cannot be met without individual and additional funding. They are only one part of the wide and diverse array of support and opportunities available. It will be up to the family to decide whether or not they wish to receive some or all of their personal budget through a direct payment.

## SE7 SEND Pathfinder Commitment

We promise to all parent carers participating in the pathfinder that:

- We will ensure that you and your child are valued and treated with respect by everyone in the pathfinder.
- We will understand your concerns and work with you to make things better for you and your family.
- You and your family will be at the centre of the process and there will be equality of opportunity to all families.
- We will recognise your child is a whole person. Agencies and practitioners will cooperate with each other.
- As a pathfinder we won't be constrained by what is not possible today and will work with you creatively to agree and achieve outcomes and priorities for you and your family.
- We will be honest and open with you and know that you will be the same with us. We will learn together with each other and together we will develop new and better ways of working.
- As we work together on the Pathfinder parent carers will be involved in all of our work including decision making at all levels.
- We will respect and honour your right to use the current legal framework at any time during the pathfinder and we will assist you to do this.

Child, young person and family are at the centre



## Child, young person and family are at the centre

All children, young people and families are individual. They are at the centre of the process. Families all live in a local community and each community has many opportunities, activities and possible sources of support. It is important to make best use of these to raise the presence of the child or young person and family within the community, support them to develop further networks and to gain access to formal and informal support of all kinds.

Professionals stand with the child or young person and family; offering support and additional expertise in meeting the needs of the child or young person and family. They work to empower families to build on their strengths and explore creative and individual sources of support, opportunity and activity.

## Making best use of the child or young person and family's real wealth

Before exploring outside sources of support it is essential to think about the resources the child or young person and family have i.e. their 'real wealth'. This will help identify the strengths the family have, their networks and connections with people, their skills and knowledge and their own resilience. Investing in their real wealth supports families in finding strength in their own lives. Family life changes over time and the child or young person and family's real wealth will fluctuate to reflect this.

### OUR REAL WEALTH:

- ...❖ **People** the people we know, close friends, extended family, work colleagues, social friends and neighbours
- ...❖ **Access** the place where we live, local resources, shops, health services, schools, leisure facilities, and community activities we are part of
- ...❖ **Assets** the money we have control over, income, benefits, savings, and if we have one, our personal budget

- ...❖ **Skills and knowledge** our strengths, abilities, knowledge, experience and decision making skills
- ...❖ **Resilience** our well-being, the inner strength that keeps us going when times gets tough, physical and emotional well being, and for some, a faith, belief system or religion

Making best use of the child or young person and family's real wealth



Personal Budgets  
as one part of a  
whole approach  
to support





## Personal Budgets as one part of a whole approach to support

Personal budgets are only one part of a whole system of support, opportunity and activity. Children and young people access many activities and services in their community (swimming pools, cinemas, schools, their GP); **universal** and **mainstream** services are the first place to look for opportunities for children and young people to get involved alongside their peers. Sometimes there is an identified need such as a diagnosed health condition, or age group which needs targeted support.

Examples of **targeted** support include Macmillan Nurses, special schools, a teenage drugs awareness and support service, or a summer holiday play-scheme for young carers. Communities are groups of people who come together due to a shared interest, geography, belief/faith or other reason. We understand that each of us, every family has 'real wealth' hence a community is made up of everyone's real wealth. We call this **community wealth**; this includes all the people community members know, all the skills and knowledge represented by the community members, their assets, their access and their resilience.

Finally there is the part relating to additional and individual support needs over and above those which can be met within the other three parts without specific tailored individual support, this is called '**choice and control**' and relates to personalised support including personal budgets and funding.

## Outcomes as a basis for making allocations

Outcomes are what we are setting out to achieve for the child or young person and their family based on the hopes and aspirations of the family. They are the basis for identifying what support is needed. To help us to develop our approach to choice and control we have identified three overarching outcomes. These are being used to explain activity and support across the SE7 group of pathfinders. We use these outcomes to explain the basis upon which a personal budget is allocated, for example how much additional and individual support does your child need to be able to participate (at home, school, when out and about).

These outcomes will include our activities across health, social care and education and will be the basis for a personal budget from one or more of these budget streams. We will base allocations of personal budgets on these outcomes and then use the outcomes to create and agree a plan. They will also be the basis for reviewing the plan in an agreed period. This will help us all know how well the plan and the personal budget has helped the child or young person and family achieve the outcomes and identify how the plan would need to change in the future. The outcomes, plan and personal budget will look at the holistic support needs of the child, young person and their family.

Clearly what it takes for one child or young person to participate will be different from another, so the individual plan will show how the over-arching outcomes are used to shape individual and tailored support for that child or young person and their family.

Outcomes as a  
basis for making  
allocations



## Resource allocation systems

A resource allocation system is simply a set of rules which set out the basis for making an allocation of an indicative personal budget. In SE7 we are going to base our resource allocations on our assessment and planning principles in the same way that we are using these principles to inform our work across all our pathfinder activity.

### The SE7 Assessment and Planning Principles

- child and family led
- holistic
- transparent
- prioritised
- empowered parent carers and practitioners
- time specific
- accountabilities
- outcome focused
- person centred
- clear
- creative solutions
- family resilience

In our pathfinder we will use outcomes to underpin an allocation of a personal budget. We will make our resource allocation system transparent, clear and participative. The completion of the paperwork will be family led and the whole system will have clear accountabilities, tasks and a focus on the whole life of the child or young person and family.

We will involve parents, children and young people in all parts of our work on developing an allocation system; our ambition being an approach to resource allocation which is owned by the whole partnership of services and families and is an equal process for all

## For more information

[www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk)

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The work in this framework is the product from a number of workshops facilitated by In Control for the SE7 Pathfinder group.

For more information about In Control's work with Children's Services please contact Nic Crosby, **[nic.crosby@in-control.org.uk](mailto:nic.crosby@in-control.org.uk)** or visit **[www.in-control.org.uk/children](http://www.in-control.org.uk/children)**

## Glossary

### > PERSONAL BUDGET

an amount of funding that is identified to meet the individual and additional support needs of a child and young person. The budget may include funding from education, social care and health. In some cases the personal budgets might include funding from other sources eg funding for access to employment from the Department of Work and Pensions or to access to learning funds for higher education. The personal budget is to address the holistic needs of a child. Currently personal budgets for disabled children and young people are not means tested. Sometimes personal budgets are called an **individual budget**. The family may take control of some or all of the personal budget

through a direct payment. Other families may not choose to do this.

### > INDICATIVE PERSONAL BUDGET

the initial allocation of funding to support the creation of the support plan. The actual funding allocation may vary from the indicative personal budget depending on the contents of the support plan and how well it will mean the desired outcomes.

### > DIRECT PAYMENT

a payment of some or all of the personal budget made directly to the family in order to allow them the greatest flexibility.

### > OUTCOME

the focus of the support plan. The agreed desired outcomes for the

child or young person and family will be grouped into the three overall SE7 outcomes – to participate, to enjoy and to achieve. The outcomes will be the basis for the content of the plan which will be focused on working towards achieving them.

### > ASSESSMENT

in SE7 we use the term ‘listen and understand’ to describe the process we use to consider the child or young person and family’s circumstances.

### > SUPPORT PLAN

the support plan describes how the personal budget will be used to achieve the outcomes. In the pathfinder where we are looking at education, health and care this will be called the **Education, Health and Care Plan**.



## Where can I get more information?

National information about the pathfinder is available on the Department for Education website: [www.education.gov.uk](http://www.education.gov.uk) and on the national pathfinder website: [www.sendpathfinder.co.uk](http://www.sendpathfinder.co.uk).

An SE7 regional pathfinder website has been set up by one of our parent carers: [www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk). This site is aimed at parent carers and practitioners. It is the main website for the SE7 Pathfinder and includes copies of our documents and further information.

**For further information please contact:**

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