



# My Mind, My Life!

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Personal Health Budget Pilot Project for Looked After Children

Presented by

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# Who we are

**Sheffield based Youth Work Charity with 17 years experience of developing models of good practice in Youth Participation.**

**We empower children and young people aged 8 to 25, who face barriers due to vulnerability, disadvantage, discrimination or exclusion to:**

- **have a voice to influence and improve their lives and communities**
- **improve their life chances, resilience and emotional well-being**
- **promote the right of young people to participate in decisions that affect them.**

**Outcomes:**

- **More empowered young people able to shape their own futures and influence change through solution focused activism**
- **Empowerment leads to improved Emotional Wellbeing and Mental Health**



# Sheffield Personal Budgets for Looked After Children Pilot Project

- The Children and Young People's Empowerment Project (Chilypep) have been commissioned by Sheffield CCG and SCC to deliver a pilot project to explore different way of working that gives young people a greater voice and control over managing their mental health and wellbeing.
- Recognising that existing services don't work for everyone, we are piloting new ways to meet the emotional wellbeing needs of Looked After young people in Sheffield.
- We are working closely with the CAMHS Service and Sheffield's Children's Social Care Team in taking a person-centred planning approach which may lead to the offer of resources or activities that will help to improve the young person's health and wellbeing.
- The emphasis is on being flexible, creative and person centred, delivering support through ways identified by the young person as making most sense to them and those closest to them, and focusing on positive outcomes for the young person

# Personal Health Budgets for Looked After Children Pilot

Bringing together  
Future in Mind and  
Integrated Personal  
Commissioning

NHSE Pilot project to  
explore validity of  
PHB for Looked After  
Children with MH  
needs

# Aims of PHB Project

Provide and manage 20 to 30 PHB's for LAC young people aged 11 to 17

Incorporate Care and Support Planning into PHB's 'Different Conversations'

Analysis of effectiveness in meeting better individual outcomes and value for investment to support a future commissioning model for personal budgets



# Intended Outcomes

## **For children in care and those caring and supporting them:**

- increased sense of resilience / confidence/independence
- greater choice, control and involvement over life decisions and support
- increased sense of safety
- improved mental health and wellbeing
- happier, more stable home life
- achieving personal goals/outcomes
- happier, more able to achieve their full potential at school
- they feel more in control of their lives
- Carers feel more confident in how to support and help.

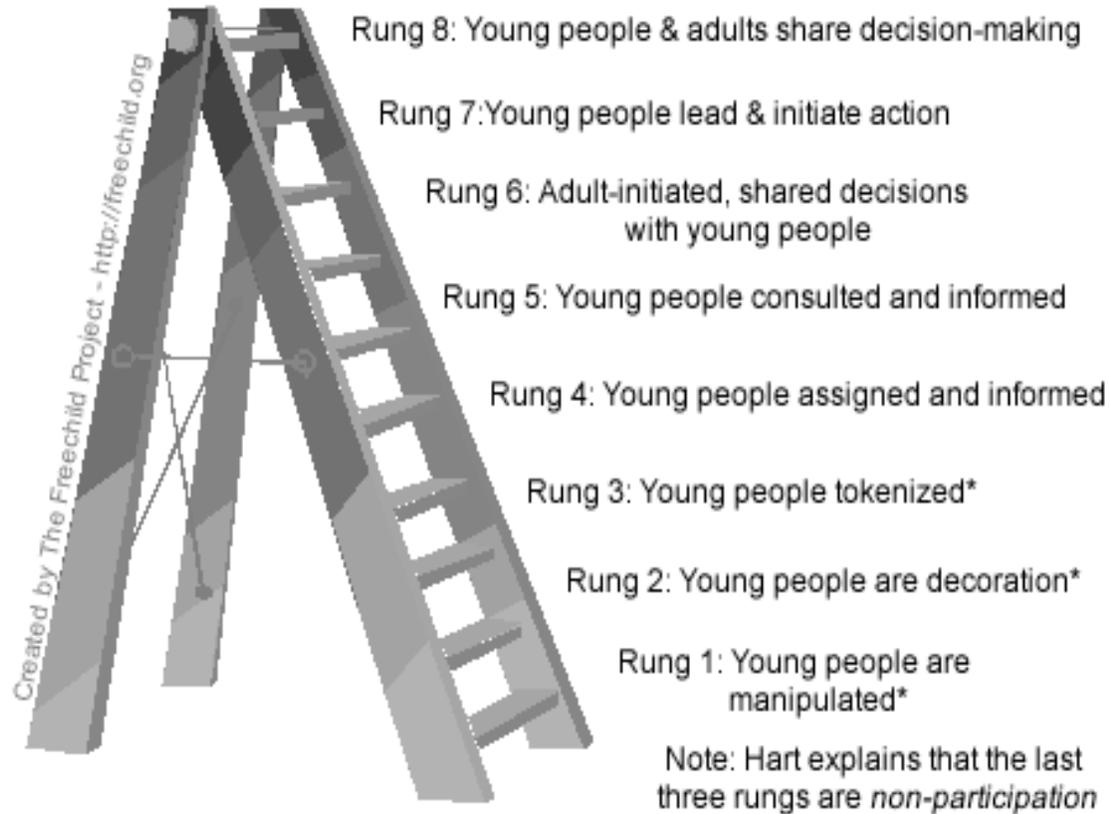
## **For NHS Sheffield Clinical Commissioning Group and Sheffield City Council:**

- sustainable offer of personal health budgets and person centered, outcomes focused support
- better use of local resources to deliver better outcomes for children & young people in care, including:
  1. improved emotional and mental health
  2. improved placement stability
  3. improved engagement in education

# Young People's Involvement



## Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

## WIPPY Principles

### Mid level of Participation

- Consultation
- Advisory Group
- Involvement in some decisions
- How decisions are made and who by
- Young people's scope of influence

# The Wippy Way!

## **Honesty**

By honesty we mean:

- Being honest with children and young people about what can and can't be done
- Identifying a clear purpose about what the process wants to find out and why
- Agreeing that any record keeping is a true reflection of children and young people's views and ensuring that permission is sought for use of their work

## **Communication**

By communication we mean:

- Using processes that are children and young people friendly, which respect different ages, understanding, abilities and styles
- Using children and young people's words whenever possible and avoiding the use of jargon
- Involving children and young people at all stages of the process, including planning and feedback in a manner that works for them

## **Realism**

By realism we mean:

- Giving only commitments that we can honour
- Ensuring sufficient resources and funding are identified to carry out the agreed work
- Committing sufficient time to ensure a process of high quality that is respectful to children and young people

## **Inclusion**

By inclusion we mean:

- Increasing access for a diverse range of children and young people, not merely the most visible
- Involving children and young people in all parts of the process appropriate to their age, skills, experience and abilities
- Developing appropriate strategies that work towards equal opportunities practice throughout the process

## **Respect**

By respect we mean:

- Making sure children and young people's voices are heard and acted on; and they are told what has and has not changed as a result
- Working without prejudging the outcome or the contributions of the participants
- Offering support in order for children and young people to speak freely and power gaps to be bridged
- Providing a process that is a positive experience for children and young people

## **Recognition**

By recognition we mean:

- Genuinely acknowledging the contribution from children and young people of the time and skills they contribute
- Acknowledgement that expenses may be incurred by the children and young people and that these are supported within the work resources
- Offering incentives and rewards appropriate to the children and young people we work with
- Providing appropriate access to accreditation opportunities.

# Structures, systems, processes, procedures

- Appropriate to young people's needs/ governance requirements
- Open and transparent
- Accessible
- Equality and diversify
- Safe
- Timely
- Simple
- Robust

# My Mind, My Life!

## 1. Getting started

Your social worker will check whether you are eligible for the project and explain the project to you. If you want to take part, you can fill in a simple application form and your social worker or carer can help you complete this if you wish. This will be sent to Chilypep.

## 2. Invitation to join the project

When we receive your application, you will be invited to join the project.

You can think about who you would like to support you and where you would like to meet with the activity worker to develop your plan.

## 3. Conversations

With your consent we will have a conversation with your carer/s or social worker to gather general information

The activities worker will arrange to have a conversation or conversations with you to set goals about what you think would help you

You will choose an activity relevant to you that will help you achieve goals you have set.

## 4. Getting going

Your chosen activity will be agreed with the activities worker, your social worker/carers, and an action plan will be put forward.

A virtual panel of workers will consider your action plan and a decision will be made within 2 weeks.

You might be asked to change a few things in your plan before the panel agrees to it. You have the right to appeal a decision if you think it is wrong.

## 5. Checking how it's going

At the beginning of the project and after 3 and six months you will be asked to fill out a simple form to see if the activity has helped you.

You will be asked to complete a case study- this can be as creative as you like from video logs to a simple diary sheet.

# Criteria for My Mind, My Life!

- To be able to take part young people must be a Looked After child or young person who has and identified mental health need and has:
  - been assessed and be on the MAPS waiting list
  - be attending MAPS
  - their social worker has consulted with a MAPS professional
  - been seen by MAPS but then not engaged further
  -

# Analysis and impact evaluation

## What

- Comparison spend/costs saved
- Value added

## Social Value

- Increased sense of resilience / confidence/independence
- Greater choice, control and involvement over life decisions and support
- Increased sense of safety
- Improved mental health and wellbeing
- Happier, more stable home life
- Achieving personal goals/outcomes
- More able to achieve their full potential at school
- Carers feel more confident in how to support and help

## How

- PAMS tool
- POET tool
- Outcome stars including goal setting
- Case studies
- Surveys with 'significant others'

# Future commissioning model

Based on learning and evaluation findings:

- Impact
- Success
- Improvements



# Progress so far

- 30 referrals
- 14 PHB's in place and activities accessed/purchased
- 12 plans being developed
- 4 YP withdrawn/not taken forward

# Emerging themes

- Loneliness/Isolation
- Friendships
- Social Skills
- Confidence
- Sleep
- Pressure
- Travel
- Volunteering
- Outdoors/Walking
- Music
- Arts
- Relationships

# Activities undertaken

- Volunteering
- Piano Lessons
- Joining Cadets
- Bikeability
- Walking group
- Singing Lessons
- Art materials
- Healthy eating
- Increased contact with parent

# Challenges

- Time
- Communication
- Instability
- Crisis
- Pressure (FC, Professionals)
- Young people's mental health decline
- Monitoring and evaluation tools
- Keeping it simple!

# Achievements

- On track!
- 20 people trained
- Engagement of partners
- Young People's Advisory Group
- Network of contacts for activities
- Friendships developed
- Relationships improved
- Support from Foster Carers

# Thank You!

For more information please contact:

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