



**VOICE, CHOICE and VALUE**  
Impact of West Sussex Short Breaks for  
Disabled Children and Young People and their Parents or Carers  
1 April 2014 to 30 September 2014



**Economic and Social Impact Evaluation of 6 Month Reports  
provided by West Sussex County Council  
Commissioned Short Break Providers of  
Services for Disabled Children and Young People**



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# 1 Introduction

West Sussex County Council (WSSCC) invested £1.2m per annum for 3 years up to March 2015 to fund 21 organisations to deliver 26 Short Break contracts. A full list appears on pages 7 and 8. Funding was awarded to deliver services in each of the following 4 areas:

**After school, weekend and holiday clubs** including youth clubs offering a range of activities that are centre based and in the community chosen by the Disabled Children and Young People who attend.

**Buddy Schemes** provide 1:1 support to Disabled Children and Young People to enable them to access recreation, leisure and sporting activities of their choice.

**1:1 (or 2:1 where required) support** to enable Disabled Children and Young people to access activities, of their choice, in their own home and the community.

**Sports, leisure and recreation** opportunities including Fun Days, specific sports activities, art and craft activities.

## Eligibility

The Short Breaks services are available for Disabled Children and Young People with additional needs and disabilities who live in West Sussex and who are aged between 0-18 years old. Families who are in receipt of either the middle or high care component of Disability Living Allowance (DLA) or the standard or enhanced rate of Personal Independence Payment (PIP) for their Disabled Children and Young People with additional needs and disabilities will qualify for services automatically.

For families who have Disabled Children and Young People with similar levels of need but are not receiving DLA/PIP short break Providers have a simple assessment form (page 5, WSSCC Short Break Service Statement). The funding provided enables each of the Providers to offer services at significantly reduced cost to families; enables them to plan services and maintain qualified and trained staff and volunteers to deliver the programmes of activity.

A mid-term evaluation published in January 2014 found that Short Break Providers support nearly 1500 families and make a significant positive difference to their lives. A copy of the mid-term evaluation can be downloaded from <http://www.westsussex.gov.uk/default.aspx?page=13137>

In this final year of the original contracts Short Break Providers were required to submit their own Social Value evaluation reports and it is these that have informed this evaluation report based on J B Eventus Social Value – Made Real methodology.

The Providers' Social Value reports cover the first 6 months of their final year of the current contracts, April 2014 – September 2014. WSSCC has approved funding to extend contracts until March 2016.

During 2015 the council will be reviewing the needs of Disabled Children and Young People and their Parent Carers to develop a commissioning strategy. The findings of this evaluation will be part of the evidence and information gathered that will inform the final strategy alongside further consultation with all stakeholders.

## Structure of the Report

Following this brief introduction is a short summary of the Key Findings of the evaluation. This is followed by more detailed evaluation of provider reports using JB Eventus' Social Value-Made Real framework.

**Section 1 Introduction and Key Findings** outlines the background to Short Break commissioning, provides a list of Short Break commissioned Providers and Key Findings from the evaluation report.

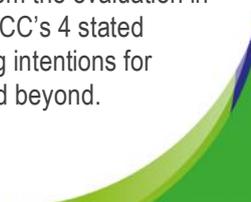
**Section 2 Real Measures – Methodology and Quality** provides details of the methodology used for this evaluation and analysis of quality standards and outputs delivered.

**Section 3 Real Stories – Social Impact** provides the context, summary evaluation, case studies and quotes to demonstrate the Social Value and Impact for families and their Disabled Children and Young People.

**Section 4 Real Value – Economic Impact** provides a summary of the economic impact of Short Breaks covering Value for Money, Added Value (Social Capital), and Preventative Value.

**Section 5 Environmental Impact** summarises the only report submitted providing details of how they have met environmental impact targets.

**Section 6 Conclusion** summarises the findings from the evaluation in relation to WSSCC's 4 stated commissioning intentions for 2016/2017 and beyond.



## 1.1 Key Findings – Voice, Choice and Value

### Background

Short Breaks provision for Disabled Children and Young People is now an essential part of the landscape of provision supporting families as well as being a Statutory Duty that local authorities have to comply with.

West Sussex County Council undertook research in 2010 following the success of the Aiming High programme to establish what Parent Carers and their Disabled Children and Young People wanted. This resulted in the Short Break Service Statement aims and priorities against which Providers were commissioned to provide services and activities across West Sussex in 4 areas outlined in the above introduction.

Since the beginning of the current contracts in 2012/2013 the circumstances in which Short Break provision operates has changed significantly. The full report summarises under each Social Value indicator some of the main policy and legislative drivers that influence the delivery of Short Breaks. Three key drivers, now enshrined in legislation are:

- The need to ensure that those receiving support have a Voice and Choice in relation how that support is delivered.
- Demonstrating Person Centred Practice e.g. provision of services that are based on what individuals want and what Providers do to meet those needs/wants. This does not mean they have to do anything requested, as Providers are required to work within their organisational aims and objectives.

- An emphasis for Providers to demonstrate outcomes, the impact of their services and more specifically the Social, Economic and Environmental Impact in line with the Public Services (Social Value) Act 2012. This requires a greater emphasis on measuring the difference services make to the lives of service users, what has changed and importantly, within Social Care and Health, is the need to demonstrate how this contributes towards Early Intervention and Prevention in relation to the need for more costly or other services.

The focus for this evaluation report is therefore on Voice, Choice and Value including Social Value/Impact as well as Economic and Environmental Values. It is entirely based on an analysis of the individual Social Value reports submitted by contracted Providers which range from very small 2 people not-for-profit organisations, small and medium sized charities to a large national private sector care provider.

### Key Findings

From the Social Value reports submitted by contracted Providers a number of Key Findings emerge that there is evidence that Short Breaks:

- Make a considerable contribution to prevention of crisis and families seeking support of additional services as demonstrated by the £1.5m potential savings to the public purse.
- Improve overall resilience, quality of life and wellbeing of Parent Carers and Disabled Children and Young People.

- Reduce social isolation and support Disabled Children and Young People to build friendships and have access to a wide range of activities their non-disabled peers take for granted.
- Considerably improve life-skills and support developing confidence, self-esteem and independence for Disabled Children and Young People.
- Reduce pressures on family life, reduce stress, and help maintain strong family relationships.

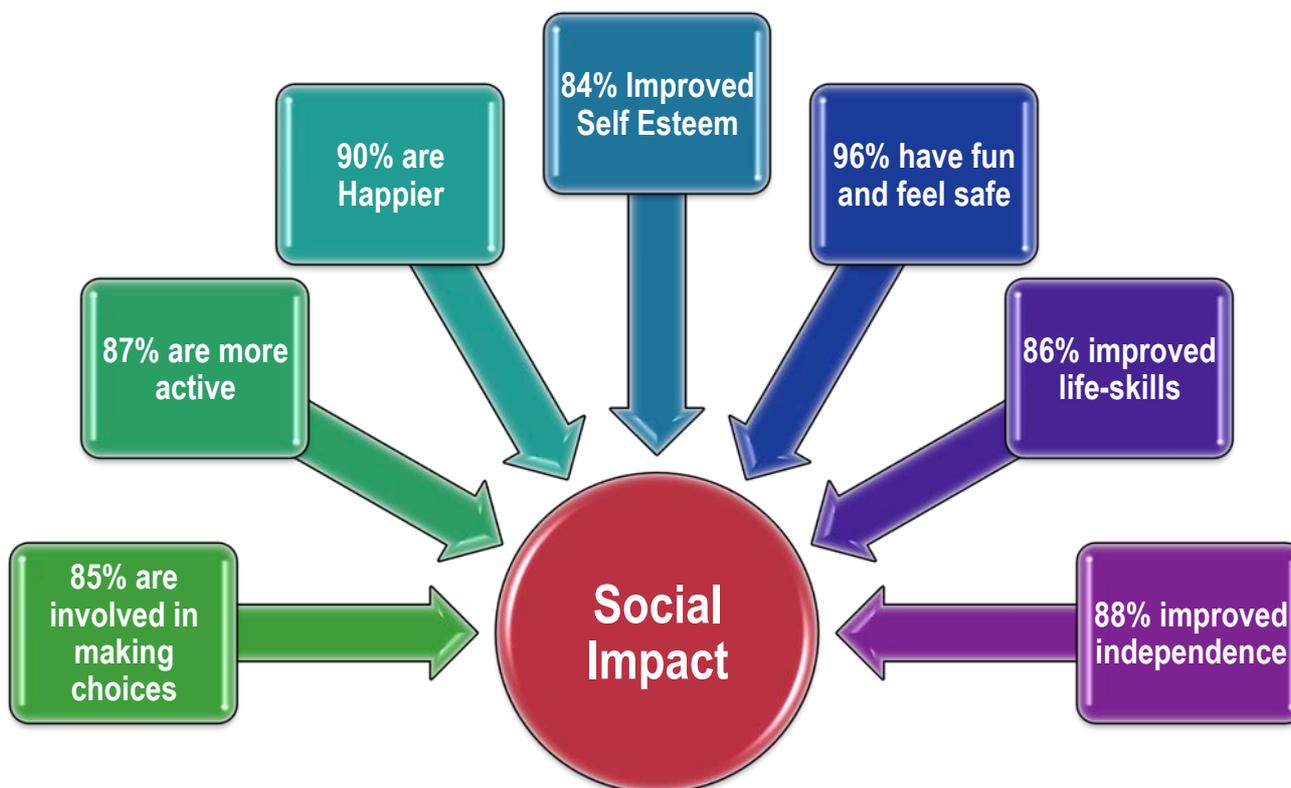
The reports that demonstrated most impact were from Providers that demonstrated that person centred practice is embedded into their organisation. Setting, tracking and measuring achievements against personal goals, and having close relationships with the families supported enabled these Providers to demonstrate more effectively the Social and Economic outcomes and impact of their services.

Providers who develop strong relationships with their service users gained more co-operation with feedback and gathering evidence for their reports. They also had more robust evidence of the impact experienced by Parent Carers and were therefore more able to demonstrate the Added Value and Preventative Values of their services.

Of the reports submitted 1 Provider, whose contracts amount to 20% of the total funding, submitted the least outcome focused and evidenced Social Value reports.

5 Providers submitted Social Value reports that consistently exceeded the expected outcome evidence levels. These were all small and medium sized organisations/charities.

## Making a Difference for Disabled Children and Young People



***“Lots of choice gives C the option of what she wants to do without restrictions.”***

Time Aside Sensory Art

***“Mainstream activities are always a problem as Z needs constant support. He has maintained Scouts but this is because I am involved. Mainstream parents are not as forgiving as parents in ‘our world’.”***

Kangaroos, Champions

The diagram above shows the significant difference made to the lives of Disabled Children and Young People whilst having fun and attending a wide variety of Short Break activities.

These statistics provide a sample of the outcomes achieved across all providers that submitted statistical information as requested.

They show that Short Breaks are not just about having fun but make a valuable contribution to every aspect of Disabled Children and Young People’s lives.

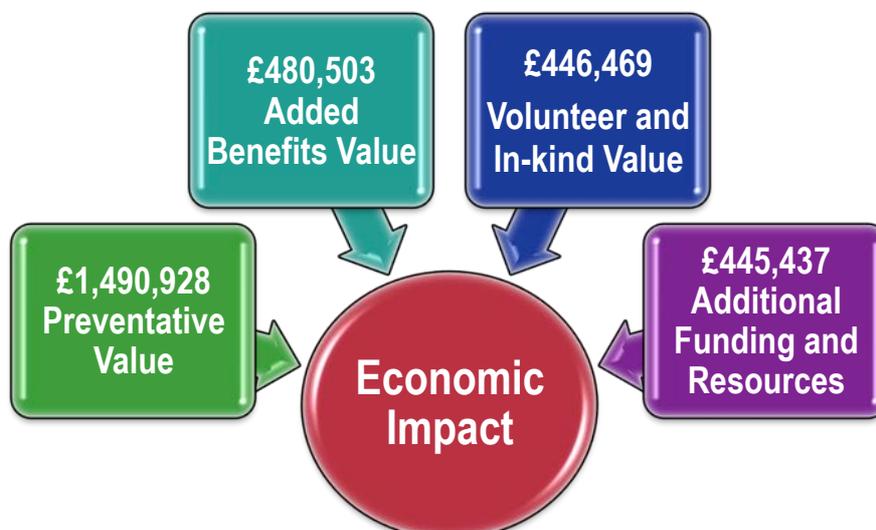
It is clear that those providers who undertook initial assessments set clear goals were able to more effectively measure the difference their services make to people’s lives. People are known to achieve more when they have goals which help them identify where they want to go.

Short Breaks are enabling Disabled Children and Young People to take part in activities, make and maintain friendships and do things separately from their primary carers in the same way as their non-disabled peers would.

Parent carers have also reported the domino effect into other areas of their lives. 93.4% report reductions in stress and 86.5% report improved family relationships.

The many quotes and case studies in the full report, demonstrating the voice of Parent Carers and Disabled Children and Young People, provide powerful stories of the real difference made and the impact on individuals and the lives of the many families accessing Short Breaks across West Sussex.

## Economic Value of Short Breaks (April 2014-September 2014)



**£2,863,337**  
Total Economic Impact (6 Months)

Every £1 invested by WSCC produces £4.51 Economic Benefit

The above figures are based on the financial data provided by Short Break Providers in their Social Value Reports and Financial returns.

**The Preventative Value** figure represents the potential savings to the public purse as a result of the impact of Short Breaks on Parent Carers and their families. The calculations are based on the potential savings arising from reported changes such as reduction in stress which result in less visits to GP's, and reduction in referrals to Social Care or Health as a result of accessing Short Breaks. The numbers used to calculate these figures represent only a small proportion of the overall total number of families accessing Short Breaks.

**Added Benefit Value** is calculated using statistical evidence and case studies to illustrate the added support Short Break Providers give to families over and above the contract requirements. This is often referred to as Social Capital. It is linked to quality, the way organisations work, the skills they bring and how staff inter-act with Parent Carers and Disabled

It is of note that the majority of the Preventative Value, Added Value and Volunteer and In-kind benefits arise from the small and medium sized local organisations. The evidence demonstrates the value families place on these organisations. They value their local connections, relationships and trust built up over time. These organisations often offer a wider range of additional services supporting families, provide the time to listen, attend meetings, provide advice, information, advocacy and support families during the general ups and downs of family life as well as at times of crisis often preventing escalation where additional support is required.

One of the larger organisations reported the difficulties they had engaging with their Parent Carers to obtain feedback and engage in Case Studies.

Another aspect of Value for Money is the Providers' ability to draw down additional resources to enhance the Short Break offer. Most of the smaller Providers have mixed funding whereas the larger Providers rely on nearly 100% of the WSCC contract to deliver their services.

## List of Commissioned Short Break Providers

Provider	Service Aims
<b>Albion in the Community</b>	Provision of Disability Powerchair football across the county Albion in the Community aims to provide sporting opportunities to encourage Disabled Children and Young People to be active and engage in 'our Nations Game'. We offer a variety of sessions including impairment specific opportunities to increase suitable provisions and choice to be active within a safe and controlled environment with qualified and experienced coaches.
<b>Autism Sussex</b>	<p><b>Contract 1:</b> Our aim is to provide specialist support for Children and Young People with an Autistic Spectrum Condition to access group based, age appropriate fun activities within our Resource Centres and through planned outings to universal services.</p> <p><b>Contract 2:</b> Our aim is to provide specialist support for Children and Young People with an Autistic Spectrum Condition to engage in leisure and community based activities, or activities within the home environment. Support is personalized working with the Children and Young People and their families to design their service for up to 4 hours per week</p>
<b>Chanctonbury Community Playscheme</b>	<p>To allow children/young people with special needs to access, enjoy and achieve in a range of experiences not normally available to them through our respite care scheme. Allowing their families to have a break from caring.</p> <p>Giving volunteers (mainly teenagers) without special needs the opportunity to interact with children/young people with special needs to increase their understanding and reduce social isolation.</p>
<b>Chestnut Tree House</b>	The Fun and Friendship Service provides young people (12-18yrs) with social activities, using volunteer 'Buddies' within our Youth Groups, activities days and community visits, encouraging and enabling the young people to get as much out of these days as possible. Through these activities it allows parents and siblings to have some 'Me' time.
<b>Core Assets Children's Services</b>	The key purpose of the Inspire Service is to provide 1:1 or 2:1 support (depending on the young person's need) and befriending (buddying) to young people and a short break for the Parent Carers and siblings. Young people are given the opportunity to access universal services and engage in similar activities as their peers.
<b>Crossroads Care South Central</b>	Our aim is to enable Disabled Children and Young People to take part fully in the world around them and to enjoy the same experiences as everyone else. Our short breaks are designed to enable Disabled Children and Young People, 0-18, to do what they want to do. We meet the Disabled Children and Young People with their Parent Carers at home to individually design their service for up to four hours per week.
<b>Enable Me</b>	<p><b>Contract 1:</b> To create and deliver an inclusive Youth Club for SEND Children and Young People of all abilities (and their siblings), ages 7-11 and 12-18, on Mondays and Thursdays for 38 weeks of the year in the Littlehampton/Arun area.</p> <p><b>Contract 2:</b> To create and deliver inclusive Motiv8 Sport and Anim8 activities for Special Education Needs and Disabled Children and Young People of all abilities (and their siblings) aged 7-18 in Chichester, Crawley, Bognor and Burgess Hill.</p>
<b>Fun and Breaks</b>	Fun and Breaks exists to support children with disabilities and their parents and carers. It offers a wide range of short breaks, which provide increased opportunities and support for disabled children and young people to access activities in universal settings, and breaks during the day, weekdays or weekends, with care available in the child's home while the parents take a short break from their caring role.
<b>Freedom Leisure</b>	<ul style="list-style-type: none"> <li>• Provide increased opportunities to fun, physically and socially active activities at K2 Crawley</li> <li>• Increase awareness of activities and other services across West Sussex</li> <li>• Signpost and develop access pathways from tasters to on-going participation with existing programmes in the local community</li> <li>• Improve levels of health and well-being, confidence and self-esteem</li> </ul>
<b>Guildcare (Ashdown Club)</b>	Support children and young people with disabilities or complex needs, providing short breaks, which are both fun and social, which contribute to each Child or Young Person's development. Provide Parent Carers opportunities for breaks from caring. Provide siblings with opportunities to meet other siblings in sessions which are both fun and social.

Provider	Service Aims
<b>Horsham Reaching Higher</b>	We will deliver at least 9 weekly term time high quality inclusive sports and arts activities for Children and Young People with disabilities and their siblings to provide an informed choice. We will also deliver multisport day camps and sensory-based therapy days for children with more profound needs in school holidays. We will provide fully trained and experienced support workers to enable parents/carers to take a short break.
<b>Impulse Leisure (Lancing, Southwick and Storrington)</b>	As an organisation, Impulse Leisure has an overall mission to help create more active and healthy communities. We maintain this ethos throughout our Short Breaks service, with the aim to inspire Children and Young People (0-18) to take part in more regular physical activity, by delivering fun and engaging sessions. We also aim to meet the individual developmental needs of every Child or Young Person that attends our activities.
<b>Kangaroos</b>	<p><b>Contract 1:</b> Our aim is to enrich the lives of children and young people with learning disabilities by providing tailored social and recreational opportunities, which they help to choose and plan themselves, supported by trained staff and volunteers, to increase their independence, self-confidence and social competence.</p> <p><b>Contract 2:</b> Champions is a project offering children and young people with learning disabilities, aged between 8 and 18, a range of after school six week courses in a variety of sports, arts and leisure disciplines of their choosing. The project offers introductory courses for the first two years followed by intermediate courses in year three.</p>
<b>PACSO</b>	<p><b>Contract 1:</b> Our aim is to provide out of school clubs for Disabled Children and Young People aged 0-18, and their able siblings. We aim for short breaks to result in families benefitting from greater wellbeing and children and young people experiencing fun, enjoyable new activities that they could not otherwise access.</p> <p><b>Contract 2:</b> PACSO's Buddy Scheme provides one-to-one and group support to disabled young people (11-18). Focussing upon their social and developmental needs, Young Person's plan and participate in a range of activities that they could not otherwise easily access. Each activity encourages healthy living, independence and assists the YP's transition into Adult Services.</p>
<b>Places for People Leisure - Horsham</b>	Our aim is to introduce Disabled Children and Young People and their families to the universal services setting through fun days and activities, giving them the opportunity to meet other families and try new activities.
<b>Rainbow Trust</b>	We aim to enable families who have a child with a life threatening illness to maintain daily routine through the provision of Family Support Workers (FSW) offering emotional and practical support to the whole family from diagnosis to cure, or throughout bereavement and ongoing bereavement support.
<b>Scope</b>	SCOPE's aim is to provide support for Children and Young People (CYP) to engage in leisure and community based activities, or activities in the family home. Support is planned and designed in consultation with CYP and their families for up to 3 hours per week.
<b>Springboard Project</b>	<p><b>Contract 1 and Contract 2</b></p> <p>To improve disabled children's and teenagers social lives. To increase life skills and Independence. To enhance family wellbeing and relationships</p>
<b>Time Aside</b>	Time Aside 'Short Breaks' aims to meet the needs of many families and individual Disabled Children and Young People to ensure that there is equal opportunity of access, to sensory art in West Sussex. We aim to encourage, enable, and engage through sensory art, through the Non- Directive Approach.
<b>Westgate Leisure</b>	Our aim with the club is to provide a place for children and young people with disabilities to come and play and make their own choices, and so improving certain skills, gaining confidence, making friends.
<b>Worthing Leisure</b>	To provide an all-inclusive holiday scheme for children in the local area in-conjunction with Oak Grove College. The service will support children from 5yrs up until 12 years mainstream, and will go up to 18 years with disabilities. The programme will deliver sports & crafts sessions accessible to all.

## 2 Real Measures - Methodology and Quality

### Measuring Voice and Choice

All Short Break Providers were required in 2013/2014 to set their own outcomes against 10 Social Value – Made Real Indicators and to provide a Social Value evaluation report based on the outcomes and data they collected for the period 1 April to 30 September 2014. All but 2 Providers met this deadline. Extensions were agreed for these 2 based on exceptional circumstances that occurred on or around the deadline.

For most Providers this method of reporting was new, but represented a more flexible approach from the previous reporting requirements and was in response to direct request from Providers to have more control over the outcomes they reported against. A number of training sessions and workshops were provided as well as opportunities for Providers to pose queries by email up to the reporting deadline.

As expected the reports were of mixed standards. When considering responses the evaluators sought to take account of the size of the organisation and the financial value of the WSCC contract, as well as expectations regarding the type of service being delivered.

The evaluators did not complete any primary research for this evaluation. It is entirely based on the evidence submitted by each Short Break Provider. The evaluators have not undertaken any verification on the accuracy of the figures, statistics or other information provided.

Each report was analysed in the following way:

- 🌐 The statistical and financial data submitted was plotted into spreadsheets in order to obtain the averages and totals that appear in the various bar charts throughout this report.
- 🌐 The narrative reports were assessed in conjunction with the aims and change set for each service, and their agreed outputs and outcomes.
- 🌐 Each response provided was considered and judged whether the narrative and statistical data either: did not meet the evidence required; provided sufficient evidence, or exceeded the evidence required.

A summary of the evidence criteria for each indicator appears on the next 2 pages.

WSCC wanted the focus of Provider reports and this evaluation to demonstrate how Disabled Children and Young People and their Parent Carers have a Voice in relation to the services received, are involved in planning, and exercise Choice about their Short Breaks.

Providers were required to submit statistical data as well as qualitative data through quotes and case studies written by Parent Carers and Disabled Children and Young People, not focused on the Providers' perspective.

We have sought to echo Voice and Choice throughout this report. A number of Providers submitted case studies written from their organisation's perspective with limited input from Parent Carers or Disabled Children and Young People. These have not been included since they do not meet the criteria of demonstrating Voice and Choice.

A few stand out and have provided excellent evidence of the outcomes achieved and the difference their services make. Because of this most of the case studies and quotes come from these few organisations. Two organisations submitted reports on an out of date template with limited information.

This evaluation report is based on the information provided by each Short Break Provider. The scope of this evaluation did not provide sufficient time for the evaluators to validate any of the data submitted or check accuracy of any assumptions or calculations provided.

Providers were asked to submit background information regarding the numbers of people consulted and information on how they had calculated their statistics and financial information. Unfortunately, not all Providers did this. We cannot therefore provide any accurate figures regarding the total number of Disabled Children and Young People or Parent Carers who were involved in providing feedback and contributed to this evaluation. We have therefore taken all the statistics and financial data in good faith.

## Short Break Providers – Evaluation Criteria

Social Value Impact	No. of Providers who set outcomes against the indicator	Evidence Criteria In all cases providers should demonstrate they have meet the outcomes set March and gathered data in the ways they said they would.	No. Of Providers Not Evidenced	No. of Providers Evidenced	No. of Providers Exceeded Evidence
(B1)1 Choice (All Providers)	20	Basic requirement is to demonstrate evidence that CYP make their own choices or choose activities to take part in in group settings Feedback from CYP showing how they have been involved. Feedback from parent/carers. Evidence of being involved in planning activities whether 1:1 support or activities in group settings eg CYP forums or regular meetings to gain input.	0	15	5
(B2) 2 Being Active	18	Basic requirement is to show that CYP are more active and take part in more activities as a result of Short Breaks. More physical activities relating to health and wellbeing. Do more things generally including mainstream, community and centre specific.	7	10	3
(B3)3 Improving Health and Well-being	19	Looking for measures of improved confidence, self esteem of CYP. Reduced stress and improved general quality of life and wellbeing of parent/carers and their families. Improved health and wellbeing of CYP which could be specific in relation to the type of activity a CYP is engaged in eg better diet, exercise etc or generally in relation to how they feel.	3	12	4
(B4) 4 Building Relationships and Being Connected	18	Evidence of impact on isolation, making friends, being connected to the local community. Meeting personal goals that relate to socialising and communications. For parent carers reduced isolation, reduction in marriage breakdown and better family relationships. Being able to go out and meet friends. Connecting to other parent carers as a result of Short Break provision.	5	11	2
(B5) 5 Learning and Development	16	Individual goals are set for CYP and progress in achieving them is measured. This applies to all providers except where fun days and other general group activities take place. That a number of measures are addressed in line with their stated targets eg independence, life skills, learning new skills. Evidence from individual CYP as well as parent carers. Voice of these not just explanations. Evidence that specific learning eg handling money, using public transport, communication improved, taking turns, being in groups. Self-esteem and confidence are part of health and wellbeing but many providers have included them here. We have taken this into account in the report as much as possible.	6	8	2
(B6) 6 Employment Status and Opportunities	8	Evidence that CYP have opportunities to access volunteering, work placements and jobs. Evidence that CYP are supported with transitions, college and/or work, volunteering, or work placements.	2	6	0

<b>Financial Impact</b>	<b>No. of Providers who set outcomes against the indicator</b>	<b>Evidence Criteria</b> In all cases providers should demonstrate they have meet the outcomes set March and gathered data in the ways they said they would.	<b>No. Of Providers Not Evidenced</b>	<b>No. of Providers Evidenced</b>	<b>No. of Providers Exceeded Evidence</b>
(C1) 7 Value for Money (All Providers)	All Providers Required to report, Not all reported in all areas	Unit costs of services Number of volunteers Number of volunteer hours In-kind contributions including gifts and pro-bono professional expertise Other funding Parental contributions	3	19	0
(C2) 8 Added Benefits	19	Evidence of support provided to parent carers or CYP that is beyond the scope of the contract eg: information advice, guidance, signposting, writing reports, and attending meetings with social services or education. Providing additional support such as opportunities to network with other parent carers.	2	17	0
(C3) 9 Preventative Value	13	Clear statistical evidence that supports claims of preventative value. Clear evidence from case studies or other feedback that supports the claims made.	0	13	0
<b>Environmental Impact</b>					
(D1) 10 Environmental Impact	9	We have not set criteria for this indicator since it was optional for all providers. Note: Of those that said they would measure environmental impact only 1 actually reported.	8	1	0

**Note:** The numbers above relate to the number of separate providers rather than contracts, 5 Providers have 2 contracts.

When scoring providers we have taken account of the size and scope of the contract, the type of contract and the level of funding to ensure proportionality. We have also taken account of the expectations of services eg 1:1 support services and buddy schemes were expected to set goals and track journey travelled in more detail than say leisure centres.



## 2.1 Real Measures – Methodology and Quality

Providers were required to inform WSCC how they were measuring and complying with Quality Standards and good practice in relation to:

- Registrations eg Ofsted, CQC
- Recognised quality standards such as PQASSO, a specific quality standard for medium sized voluntary organisations or QUEST for leisure centres
- How many had obtained the Parent and Carers Team Award (PACT Mark)
- Training provision
- Risk Assessments
- Supervision and Appraisal
- Other measures of quality set by individual Providers.

15 of the 21 Providers submitted up-to-date information or evidence relating to the above criteria. The results are summarised in the table opposite.

The contract review process completed by WSCC staff includes contract compliance eg up-to-date insurances, registrations and legal compliance as well as some quality issues. The scope of this review did not provide time to analyse the contract review reports to inform this section of the evaluation. It is possible that those Providers that have not reported, as required to, may comply with quality standards and good practice. Quality is a key element of measuring impact and outcomes and should be included in evaluation reports.

### Number of Providers reporting Quality Standards achieved or maintained

	CQC	Ofsted	PQASSO and SQP	PACT	QUEST
<b>After School, Weekend and Holiday Clubs</b>		1 excellent, 1 satisfied and 1 stated registered	1 obtained silver and 2 gold standard with SQP 1 self-assessed PQASSO level 1	4 achieved silver standards	
<b>Buddy Schemes</b>		1 satisfied	1 self-assessed PQASSO level 1	1 achieved silver standard	
<b>1:1 Support</b>	1 compliant and 1 stated registered				
<b>Sport, Leisure and Recreation</b>		1 maintained registration	1 SQP		1 Quest

Quality Standards include other aspects of service delivery such as:

- Initial assessments, service planning and communications with families.
- Frequency of review process for plans.
- Customer satisfaction and how families can provide feedback.
- How complaints are dealt with.
- Training and staff development.
- Specialist training to meet individual needs.
- Level of staff and volunteer support.
- Insurance claims.
- Feedback from Disabled Children and Young People.
- Attendance records.

It is clear from the reports submitted and the information provided on quality that Providers take safety, meeting high standards and reviewing their performance very seriously.

On the next page is an example of the training reported and some of the feedback received from parent carers about their experience of Short Break Providers.



## Outputs – from WSCC Data Tool

During the 6 months from 1 April 2014 to 30 September 2014 10,836 Short Breaks were delivered to 1,145 Disabled Children and Young People.

The focus of this report is the social and economic value of Short Breaks. Analysis of the data tool statistics was not included in the scope of this evaluation.

## Other Quality

- 🌐 5 Providers refer to risk assessments for activities
- 🌐 2 mention quality is discussed in supervision
- 🌐 1 has an internal quality framework which is communicated to parent carers
- 🌐 7 mention general staff training and development
- 🌐 11 refer to Fire Safety, Health and Safety and Child Protection

## Training Provision reported by 11 Providers

- 🌐 Safeguarding
- 🌐 Team Teach
- 🌐 First Aid
- 🌐 Epilepsy Awareness
- 🌐 Autism Spectrum
- 🌐 Diabetes
- 🌐 Complex Feeding
- 🌐 Makaton
- 🌐 Behaviour Management

*“Professional, capable and caring staff, who are excellent communicators. Safe nurturing environment. Excellent understanding of the young people you are providing for.”*

Parent, Ashdown Club, Guildcare

*“It was never in doubt that my daughter’s needs would be met. The skill of the staff collectively is fantastic. A thorough home visit ensured the basics were discussed and then trial visits with Kangaroos. We attended which helped iron out any queries. The initial visits and meets are open so you get to see the equipment, the environment and the atmosphere shines through. The staff become familiar and friends with both the child and the parent so any questions are dealt with immediately.”*

Parent, Kangaroos, Afterschool Clubs

*“Prior to our children joining the Grasshoppers scheme we (as the Parent Carers) were visited by the leader of the Horsham Grasshoppers who took a great interest in the young person as a whole, their disability, their abilities, their likes and dislikes, the age and stage they were at, any triggers to be aware of, how to overcome their individual communication barriers along with their boundaries and our expectations of our young people.”*

Parent, Springboard Project

*“This is the first time I feel listened to and in control of my child’s support package”.*

Parent Core Assets  
Children’s Services

**Places for People Leisure Broadbridge Heath Leisure Centre Open Day**  
Collecting feedback from Disabled Children and Young People after open days. Questioning why one CYP put a sad face and discovering this was because he didn’t want to go home.  
Average score 9 out of 10 having fun at the session.



## 3 Social Impact

On the following pages we summarise our findings based on the Social Value Templates, which identified each provider's aims, change to be achieved, outputs, quality standards, and outcomes for their commissioned Short Break Service together with the evaluation reports submitted on 30 November 2014.

Each of the following 6 Social Value Indicators are covered individually:

-  Choice and Being in Control
-  Being Active
-  Health and Wellbeing
-  Building Relationships and Being Connected
-  Learning and Development
-  Employment Status and Opportunities.

Section 5 provides Economic Value analysis covering:

-  Value for Money
-  Added Benefit Value
-  Preventative Value

Section 6 covers Environmental Impact

For each indicator we will explore the evidence and data provided in



### Context

-  The legislative or policy drivers that influence the outcomes to be achieved.



### Voice

-  Case Studies
-  Quotes
-  Other information that demonstrates what Disabled Children and Young People and their Parent Carers value.



### Social Value and Impact

-  Difference and changes achieved for Disabled Children and Young People and their Families?
-  Impact of different types of Short Break provision experienced by Disabled Children and Young People and their Families?



### Good Practice and Learning

-  Where relevant we will include examples of good practice.



## 3.1 Social Value Indicator 1 – Choice and Control

**Section 19 of the Guidance to the Children and Families Act 2014 makes clear that local authorities... must have regard to 3 core principles which are designed to support 5 aims including the following 2:**

- **The participation of children, their parents and young people in decision-making.**
- **Greater choice and control for young people and parents over support.**

For full text and Guidance go to:  
Page 19

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Context

Having choice and control over our lives is not only something most of us take for granted but is also recognised as a factor in supporting good health and wellbeing. Disabled Children and Young People are less likely to be involved in decisions that affect their lives especially those with more complex needs or use alternative communication methods. The right to have a voice and be involved and participate in decisions is enshrined in UN Convention on the Rights of Persons with Disabilities Article 7 paragraph 3: *'Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realise that right.'*

One of the core aims of the WSCC Short Break Service Statement is that Disabled Children and Young People will have the same opportunities as their non-disabled peers to try new things, make friends and become as independent as possible. In order to achieve this aim Disabled Children and Young People need to exercise choice and have control over the decisions about how they spend their Short Breaks.

Facilitating Disabled Children and Young People to participate in planning activities in groups or 1:1 settings; to have aspirations to achieve goals and the confidence to try out new things has knock on effects into all other aspects of their lives. There is evidence that where children are given opportunities to participate in decision-making they have greater levels of competence which in turn enhances the quality of participation.

Children, whether disabled or not, should not be passive recipients of activities. Developing trusting and respectful relationships with adults that support individual Disabled Children and Young People to realise their potential and achieve goals is shown to support learning valuable life skills, build resilience, confidence, independence and support their overall health and wellbeing and improve their quality of life.

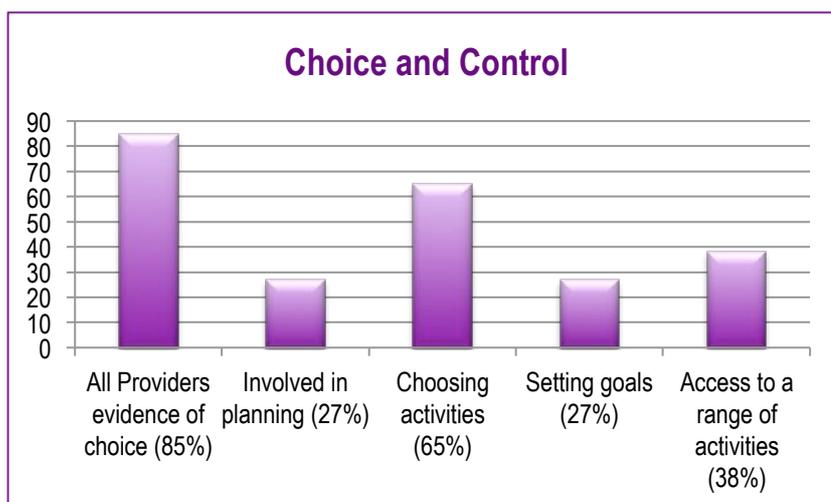
The Children and Families Act 2014 embraces this in order to achieve better outcomes through its general principles of supporting and involving children and young people in their care planning and participating in decision making.

Encouraging Disabled Children and Young People to gain skills and confidence to have more say in all matters that affect their lives is important and Short Break Providers can, through the activities they provide whether 1:1 support, sporting activity or group activity, have a significant impact as well as making a difference to peoples' lives.

Services that are centred on what people want; listening to their needs and focussing on what is important to them (Person Centred Practice) is increasingly becoming central to the way in which services are commissioned and delivered. Personalisation is one of the key drivers alongside legislation as outlined above. Being involved in planning and making informed choices as well as setting goals and raising aspirations are all ways in which all Short Break Providers can support disabled Children and Young People through their service delivery.



## Choice and Control – the Difference Made



***“I like going to the forums as it is nice to look back on what we have done and think of new things. I feel I am listened to and my choice counts. It is always fun!”***

Kangaroos Clubs

***“We have input on what we would like him to go to and he has been given a variety of choice, which has given him independence and so helped improve his confidence.”***

Springboard Project  
Crawley Grasshoppers

The above chart shows that 85% of Short Break Providers provided statistical data to evidence that Children and Young People and/or their Parent Carers were involved in making choices about their Short Breaks.

Being Involved in Planning Activities, especially for After School Clubs, Weekend and Holiday schemes and 1:1 support is essential in order to demonstrate quality activities that are person centred and tailored to meet individual needs of Disabled Children and Young People.

Only 27% of Providers submitted data to demonstrate that they involve Disabled Children and Young People who take part in their activities in planning, setting goals and monitoring their progress in achieving goals.

Engagement in planning was not an expectation of Providers who deliver one-off events such as Fun Days, or general clubs. However it was a clear expectation where Providers have an on-going relationship with service users either by 1:1 support or in group settings.

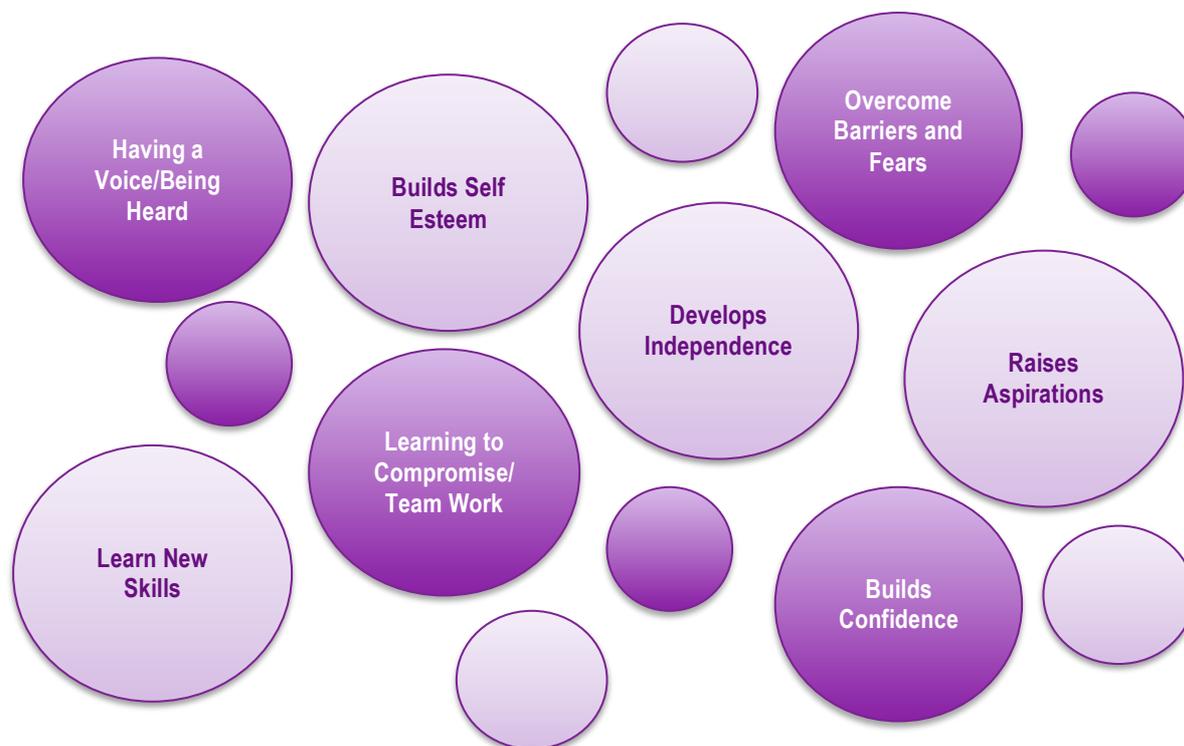
There are 9 contracts for 1:1 support. Only 4 of these Providers reported that they set goals and support Disabled Children and Young People to achieve them.

2 Providers offering group clubs, delivering 4 contracts overall, demonstrated how they support individuals to set goals and track their progress in order to tailor their support, ensure they are meeting needs, as well as support learning life-skills and enabling participation.

One Provider pointed out that Parent Carers often find it difficult to set goals because they see the Short Break activity as just about ‘having fun’. Parent carers are also not used to being asked to think about what can be achieved but are so often engaged with professionals that focus on the negatives of what their disabled son/daughter cannot do. However, these are not in themselves reasons to not to work with Disabled Children and Young People and their Parent Carers to raise expectations.

It is clear from various quotes and case studies throughout this report that Parent Carers and the Disabled Children and Young People themselves are often surprised at what they can achieve. These examples also demonstrate the potential difference that Short Breaks can make and how they can be part of raising aspirations and broadening horizons for Disabled Children and Young People and their families.





***“Choosing activities is just a small part of a disabled child’s life but the involvement in this can lead to parents feeling more able to be involved in making choices about the big decisions in their child’s life in the future”.***

Core Assets Children’s Services



Kangaroos, Making Choices

The evidence provided by the Short Breaks Providers who have developed their services in ways that actively support making choices and having a voice were also able to demonstrate more robustly how this impacts on all other aspects of the Disabled Child or Young Person and their families lives.

Choice and Control and having a Voice are also at the heart of developing quality services and achieving positive outcomes in all the other social value indicators.

Whilst there will be differences in how Short Break Providers engage Disabled Young People and their families in making choices about their Short Breaks what has been shown is that all Providers could build this into their service delivery. For example Albion in the Community Powerchair Football found that 94% of their players thought that football was not an option for them until they joined the club. Other Sports Providers offer Fun Days or Taster Sessions providing opportunities in a safe and supportive environment to try out new things.

The sports coaching model offers many benefits to raise aspirations; set personal goals and learn new skills. Providers who offer coaching in swimming, trampolining and other sports demonstrate outcomes that go beyond the specific activity engaged in.

The group of Short Break providers who offer After School, Weekend and Holiday Clubs in group activities can also create space where Disabled Children and Young People can engage in teamwork; group planning; learning to make suggestions; give feedback and learn to compromise. The Springboard Project sets individual and group goals for their clubs, an example of the additional benefits this offers is shown in the Case Study of Max on the next page.

One-to-One support is provided by 9 of the Short Break providers. Of the 4 Providers that said they set goals 2 have not provided sufficient evidence to demonstrate the difference this has made and the outcomes achieved. This is of particular concern since most of these providers have the largest financial value contracts and the greatest opportunity to work with families on a 1:1 basis over a period of time to achieve change and make a difference.

## Case Study 1 - Springboard Grasshoppers

### Short Break Service Aims and Objectives

Grasshoppers runs in Horsham and Crawley and offers regular holiday, weekday and Saturday clubs during term time for children with disabilities and special educational needs aged from 5-12.

- To increase Social Interaction
- To develop life skills and independence
- To improve family relationships

### What change is your service seeking to achieve?

- Increased social opportunities with groups including steps taken in friendships/turn taking
- Increase in independence through opportunities to practice life skills resulting in increased confidence
- Family relationships strengthened, parents reporting positive impact on health and well-being.

### Background Story

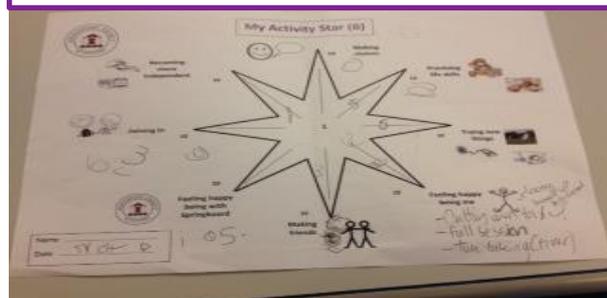
"Max is our son, born 12 years ago with a diagnosis of Downs Syndrome. Max lives at home in Burgess Hill with his parents and two younger sisters; he has been attending The Springboard Project since he was a toddler. We accessed the project on a walk in basis initially; he then became a member of Bunny Hoppers and presently Grasshoppers."

Max's parents continued aim is for him to work on his challenging behaviour; to increase his independence; to work on communication skills and to make friends. We have been working with Max to reduce the frequency of his challenging behaviour by looking into his triggers. His mother told us that at school he was finding it increasingly hard to take turns and to share. We also observed similar behaviour at Springboard.

As a result we decided to adopt methods to support this for example visual countdowns for when his turn ends and how long until his next turn. After a few months we could see that the frequency of his challenging behaviour was beginning to decrease. With Max's behaviour becoming more manageable we introduced a trip to a Horsham Park and Bowling, as this would enable us to see how he coped without being too far away from Springboard House and extra support should we need it. Although it was a long day it was a success but as he tired his behaviour became more challenging. Max is now 12 and will transition to Springboard Buddies. We are preparing him for this change; introducing him to the Co-ordinator and have undertaken a home visit.

### Max's Goals:

- To continue to decrease the frequency of challenging behaviour
- To continue to attend for whole sessions
- To introduce more trips
- Transition into Springboard Buddies and engage with sessions



*"Over the summer holidays Springboard has been invaluable to us. We have two other children as well as Max and trying to go out as a family is very difficult. I can rest easy knowing that Max is being cared for by people who understand him and where he is having fun, enabling me to give more time to Max's sisters."*



*"To be frank I wasn't overly convinced that wheelchair users could play football."*

*Football hasn't just given me direction and many friends it has taught me that life is limitless and you can do anything you put your mind to in life, if I can play football there is nothing that you can't do."*

*Matt Francis, Albion in the Community*

*"We feel fully involved in the choices given, we discuss things as a partnership but this is very much led by my son. Our Support Worker is happy to try anything he suggests."*

Parent, Autism Sussex 1:1 support service



*"Time Aside allows our young people the opportunity and the time to make their own choices with their art and how they want to use the equipment."*

Time Aside Sensory Art

Nathan enjoys choosing what he wants to cook for dinner.

Ashdown Club, Guildcare



*"I enjoy it and have made new friends – I teach my friends the new skills I have learnt."*

12 year old supported by Core Children's Services supported to attend a local Saturday morning Football Club

*"I would like to go on the Bluebell Railway. I like trains."*

*"I liked the fete day because I stroked a rabbit and it was fun!"*

*"The children designed and created a collage to show everyone their favourite activities. They provide feedback and made suggestions for future activities. The Bluebell Railway trip was planned in the next programme."*

Kangaroos Breakaway and Holiday Club



## 3.2 Social Value Indicator 2 – Being Active

***“Disabled people under 16 take part in sport half as much as the general population... Those with sensory impairments have even lower participation rates.”***

Sport England, 2012

***“Being physically active has the potential to improve physical as well as mental health... Disability should not be a barrier to taking part in physical activities.”***

Chief Medical Officer, 2012

***“We are committed to enabling the citizens of West Sussex to lead healthier, happier, longer lives particularly our most needy and vulnerable.”***

West Sussex County Council  
Active Communities

### Context

Sport England's, Active People Survey found that 4 out of 5 disabled people take little or no exercise. This is not because they don't want to as 7 out of 10 want to increase their physical activity. Other research also shows that those with sensory impairments have even lower participation rates.

The Chief Medical Officers' report (2012) states that being physically active can help individuals to lead healthier and even happier lives. Being physically active has the potential to improve physical as well as mental health. This report also goes on to say that disability should not be a barrier to taking part in physical activity.

A core aim of the Short Breaks commissioned programme of activities is to provide opportunities for eligible disabled Children and Young People to have access to more activities of their choice that they enjoy. Activities are funded that provide specific access to Sport and Leisure with specialist sport and leisure providers offering Fun Days and taster sessions to engage Disabled Children and Young People in more sport.

Kangaroos Champions, which is designed to provide 6-week programmes of activities to test out, and try new, sport activities. All providers are required to look at how they support Disabled Children and Young People access mainstream as well as specialist provision of their choice from going out in the local community or countryside to taking part in organised team sports.

Horsham Reaching Higher programme, run by Horsham Council offers a wide range of activities from archery and dance through to team sports.

West Sussex – Ahead of the Game a countywide initiative, helping all residents, including disabled children and young people, in West Sussex make the most of the London 2012 Olympic and Paralympic Games aims to encourage greater participation in sport and physical activity.

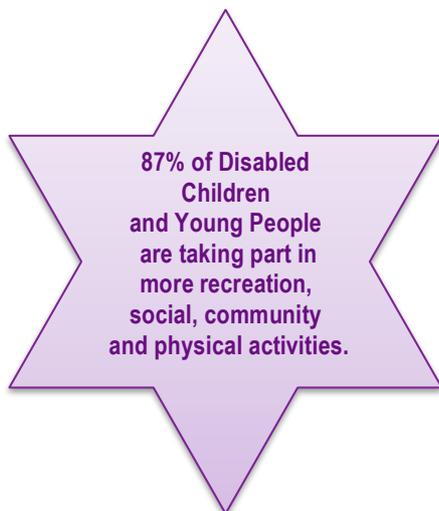
NICE Guideline PH17 notes that for disabled children and young people barriers are often societal rather than relating to disability. The Guidance also notes that Children and Young People with the same disability will have a wide range of abilities and therefore should not be treated as one group. Short Break providers play an important role in challenging barriers and aide participation; many demonstrate excellent person centred approaches tailoring support to ensure opportunities to take risks in safe environments with trusted staff is created.

Many of the Short Break providers work with Children and Young People with complex needs, who might use augmentative communication; have challenging behaviour and/or learning difficulties and who find that they do not have access to sport, even those deemed 'inclusive sports' without the support provided by Short Break providers.

Being Active is not just about physical activities or sport, it could be access to more social, community, recreational and arts/craft activities.



## Being Active – The Difference Made

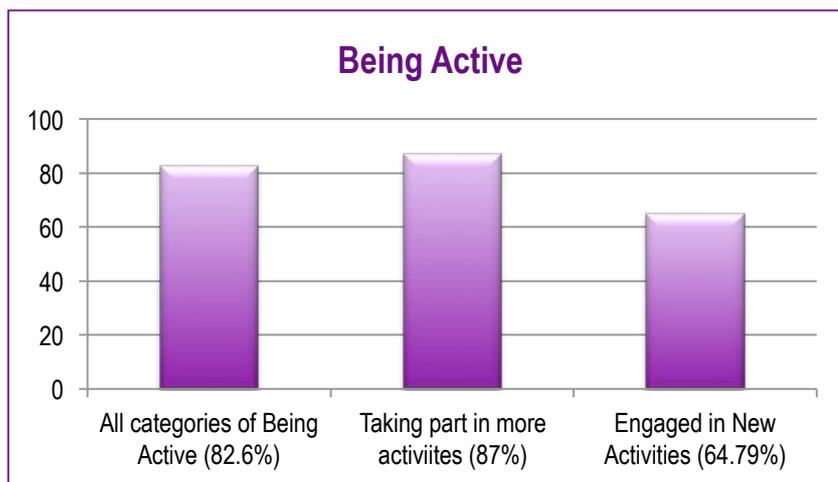


***“Lucy has really come out of herself this summer and joined in with more physically demanding sessions which she wouldn’t have done before.”***

Worthing Leisure, Easter and



*William loved playing bowling Ashdown Club, Guildcare*



It was optional for Providers to report against this Indicator and 2 did not set targets against Being Active, focusing more on other Social Value Indicators more closely linked to their service aims. The above bar chart summarises data submitted by 16 Short Break Providers. 4 organisations did not report against the outcomes and targets they had set in their templates agreed with WSCC for Being Active.

The most significant differences achieved are for the most part from those Short Break providers that have demonstrated how they have tailored activities to meet individual needs and provided the necessary level of support required to facilitate and enable participation in chosen activities. For example, Ashdown Club, Guildcare ensure that they keep ‘running reports’ for each attendee. Through these they are able to provide the right level of support to facilitate participation, for example increased staffing. They keep records of how each young person has responded to a session and maintain records of engagement as well as physical activity. This photo provides a visual record of engagement which can be shared with Parent Carers as well as used by staff.

Providers have also demonstrated how their tailored support enables individuals to reduce anxiety and create safe environments to try out something new.

The group activities provided by the After School, Holiday and Weekend clubs play a vital role in offering a range of activities in group settings which can help build confidence to participate. Again those Providers who implement robust person centred approaches are also able to show significant change achieved.

Many activities are those that might be difficult for parent carers to attend due to the level of support required. Often being part of a group provides a safe and encouraging environment to test things out.

Breaking down barriers to mainstream providers has also been a key factor of facilitating engagement in new activities. Kangaroos, for example, report on 2 boys taking part in activities they had previously refused to do and 2 girls moved on to mainstream clubs as a result of Kangaroos Champions programme.

## Case Study 2 – Kangaroos Champions

### Short Break Service Aims and Objectives

Champions is a project offering children and young people with learning disabilities, aged between 8 and 18, a range of after school six week courses in a variety of sports, arts and leisure disciplines of their choosing. The project offers introductory courses for the first two years followed by intermediate courses in year three.

### What change is your service seeking to achieve?

That CYP have the opportunity to try a range of different activities to learn new skills and to develop and improve their skills and by trying new activities supported by staff and volunteers, to discover which sports, arts or leisure activities that they really enjoy and would like to spend more time doing.

### Background

X is 12 and has Autism, Epilepsy, OCD and challenging behaviour. He lives with his parents and 2 brothers and 1 sister.



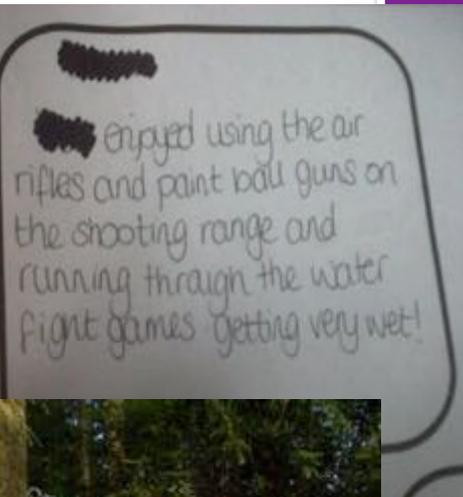
*“During the past years we have tried to access different groups and activities for X, but the main problems were that activities were aimed at children who were either high functioning or severely disabled, with not much choice in the middle. X could not cope with activities where he is not closely supervised however he is very mobile and active and needs to be part of a group.”*

*“At Kangaroos we don’t have these problems because they cater for all forms of disabilities and have a large range of activities to choose from. Some available slots have more than one option and I can always choose outings or activities which I know X would be able to enjoy”*

*Attending Champions has had an impact on the whole family, it is very inspiring for X’s siblings to see him strive to do different things, it gives the family an essential break from caring and especially helps X develop new skills and independence.”*

*“Family life has improved significantly since X started Champions, it is key for us to be able to think X is in a safe place, enjoying himself in order to plan anything which we can also enjoy with his siblings, without having the overwhelming feeling of guilt because we have left X behind. It is a break in caring that we can actually look forward to and embrace.”*

*“Kangaroos’ staff do an amazing job supporting each step of my son’s development. They take care of him in an holistic manner, nurturing every part of his life, with exercise, setting up new challenges, with cooking and trying new food, with being part of a group and making friends, with his self care and independence and sharing all those little milestones with the family by taking pictures, telling us anecdotes about trips they have done, sharing all these positive stories gives us hope and enthusiasm”.*



## Case Study 3 – Autism Sussex 1:1 Support Service

### Short Break Service Aims and Objectives

Our aim is to provide specialist support for CYP with an Autistic Spectrum Condition to engage in leisure and community based activities, or activities within the home environment. Support is personalised working with the CYP and their families to design their service for up to 4 hours per week.

### What change is your service is seeking to achieve?

To enable CYP with ASC to successfully access and enjoy a range of new and preferred activities, supporting improved self-esteem, social skills, confidence and relationships with their families as a result of the short break. Consistent and flexible support from knowledgeable, ASC specific trained staff.

*"I feel very happy with the engagement and choice and the open communication with support workers. All activities are planned ahead. The structured activities are set before a session, so that they can be achieved during the next session. Structured and timed activities mean that A spends less time on the computer".*



*"I feel that support has been very positive for A and I also feel that my younger daughter's confidence has grown as she gets 'just us family time' away from demands placed on her by A. Having this time has enabled my younger daughter to make decisions about what she wants to do with the time once a month (this is something she wasn't able to do before, as she had never been able to make her own choice before). She has since made a list of things to do to help her make a choice each month".*

**"AUTISM SUSSEX IS SUPERB"**

*"Autism Sussex is the only organisation that gets my daughter and the issues around day to day life. It does not feel like it has been a fight to get support – it has been given willingly and enthusiastically and is realistic, giving A access to others closer to her age than she would not have had, in order to develop friendships outside of the family unit. If she was not able to access support, it would have a negative impact on everyone and we would be back to square one. Our family needs specialist support, not generic services. Autism Sussex provides me with someone to approach who I can talk to, to get advice and support for myself."*

### Background

A is 9 years old and has a diagnosis of Asperger's Syndrome. She lives at home with her parents and younger sister. She receives 3 hours 1:1 support every Tuesday and once a month on a Sunday.

During the assessment process it was identified that A would like to go to soft play and McDonalds. During the year she achieved both and whilst at McDonalds was able to queue for food. During the year after a change in support worker it became difficult for A to leave the house and build confidence in her new support worker. However recently she asked to go out in the new Support Worker's car. She has also been swimming enabling her mother to spend time with A's sister – something that has never happened before. When at home, A does art and craft activities with the Support Worker as well as Lego and Minecraft.

A has been supported to:

- Improve socialisation skills
- Improve self esteem
- Been given access to new things/activities
- Started to talk to others/interact with Support Worker
- Been able to access the real world without her mother and increased her independence.

*"T – 'I have enjoyed tennis and I have made new friends'"*  
Core Assets Children's Service

*"The wildfowl and Wetland Centre - We went to Arundel. I liked that we fed some ducks. We walked around the lake areas. We had some random trouble of trying to get past some Canadian Geese because the young walked up to us for no reason the adults started hissing when it was not our fault".*

16 year old with Autism supported by Crossroads

### Examples of Sport and Leisure Centre Activities:

- Swimming
- Trampolining
- Art and Craft
- Sensory Art
- Sensory room
- Parachute games
- Go karts
- Bouncy castle
- Fun Days and Taster Sessions enabling Disabled Children and Young People to try out a wide range of sport and leisure activities
- Dance
- Drama
- Multi sports
- Anim8

*"A really good social situation for the child. Encourages friendships, sharing and free exploration of all the art media. Their creations have no boundaries as long as everyone is safe."*

Time Aside Sensory Art



*"It was an experience I won't forget, and it was an ambition of mine to fly birds of prey."*

16 year old at Kangaroos, Breakaway Club.



*"Callum has been given the opportunities to try things he may not have been able to without the Reaching Higher Project. The variety of sports and arts activities offered has provided Callum with plenty of choice as to which ones he wants to do."*

Horsham Reaching Higher Parent

*"Support has boosted Caleb's self-esteem and confidence. It is his time and he is making new friends."*

Autism Sussex



### Examples of After School, Weekend and Holiday Activities – both individual and group activities:

- Art and Craft
- Cooking
- Sports
- Group trips out to local visitor attractions eg:
  - Theatre
  - Parks, farms
  - Theme parks
- Climbing wall
- Birds of prey
- Going out to community venues eg cafes, cinema, restaurants, park etc.
- Pamper sessions

### 3.3 Social Value Indicator 3 – Health and Wellbeing

***Carers Scotland found in their report, Sick and Tired of Caring, that 96% of carers report that caring impacts negatively on their health and wellbeing and 86% specifically stated that they suffer from stress and anxiety.***

***“The most common factors reported that affect wellbeing were feeling stressed, low self-esteem, anxiety, depression, moving schools and bullying.”***

Children and Young People’s  
Emotional Wellbeing and  
Mental Health  
Needs Assessment 2014, WSCC

#### Context

As previously stated by the Chief Medical Officer taking part in more physical activities can also impact on an individual’s mental as well as physical health.

19 Short Break Providers established outcomes to measure impact on Health and Wellbeing. Of these 16 provided good evidence to demonstrate impact, of which 4 exceeded expectations.

They also prove that for Parent Carers, Short Breaks also provide valuable ‘time out’ that they otherwise might not have and Providers should be seeking feedback regarding the impact on their mental and general health as a result of the Short Breaks.

Parent Carers are more likely to suffer from stress and/or anxiety. Carers Scotland found in their report, Sick and Tired of Caring, that 96% of carers report that caring impacts negatively on their health and wellbeing and 86% specifically stated that they suffer from stress and anxiety. Increasingly legislation includes more focus on early intervention and prevention to reduce the likelihood of the need to access health and social care services. Alongside this are increasing pressures on budgets; and doing more for less.

The Care Act (2014) includes new functions to ‘prevent care needs from becoming more serious or delay the impact of their needs.’ The National Carers Strategy (England) 2008-2018 includes within its priorities ‘support for carers to remain healthy.’

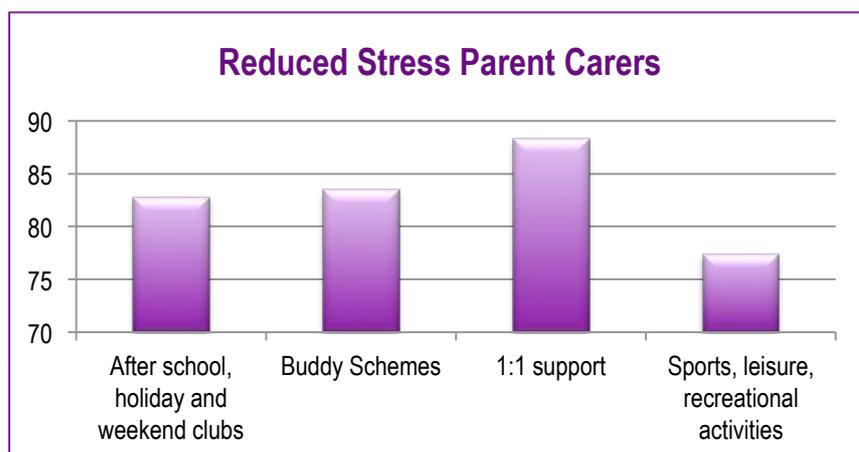
In 2013 WSCC consulted with Children and Young People to inform the Children and Young People’s Emotional Wellbeing and Mental Health Needs Assessment 2014. The consultation found that the most common factors reported that affect wellbeing were feeling stressed, low self-esteem, anxiety, depression, moving schools and bullying. Another key point was ‘that understanding of mental health and mental disorders/disabilities is lacking and young people can receive prejudice from the wider public and can be made to feel ashamed of their condition or disability’.

WSCC Joint Strategic Needs Assessment 2014 also notes that health inequalities are evident in early- years and persist into adulthood. ‘Prevention and resilience in relation to individuals, families and communities. Good health and wellbeing is reliant on a wide range of factors, factors which act to promote physical and mental health and good quality of life. These include employment, housing, and education but also less tangible issues such as the quality of social networks, friendship and support. These act as protective factors to individuals, families and communities.’ The report also states that ‘good health should not just be viewed as the absence of poor health. Subjective population wellbeing measures including those introduced by the Office for National Statistics, acknowledge that greater importance should be placed on quality of life’.

Short Breaks prove time and time again that they have a positive impact on health and wellbeing as well as preventing crisis and the need for other service interventions.



## Health and Wellbeing – The Difference Made for Parent Carers



***“Families get the chance for a breather and be themselves without the demands of a special needs child for a regular and valued time when Enable Me takes over.”***

Enable Me Youth Club  
Littlehampton

The above chart shows the percentages provided by 14 Providers (who submitted statistical information) in relation to the impact of Short Breaks for parent carers. Overall 93.4% of parent carers report reduced stress as a result of Short Breaks.

It is not surprising that 1:1 Support (88%) and Buddy Schemes (83%), which provide breaks from caring responsibilities, should have the greatest impact on reducing stress. After School, holiday and weekend clubs are at the same level as Buddy Schemes (83%). Whilst sport, leisure and recreational activities have less impact, as in many cases parent carers are present, or take part in activities with their children or young people.

In previous years Providers have recorded outcomes in relation to parent carers having more time to themselves; time to relax or take part in activities of their choice. A number of Providers provided quotes and evidence in case studies demonstrating the importance for parent carers to have a break from caring responsibilities. Since this is the second primary aim of the Short Breaks Service Statement it is disappointing that so few actually gathered feedback in this regard.

The value parent carers place on Short Breaks is evident from the many quotes some of which are reproduced on page 28. It is important to recognise that different families want different types of support and reducing stress may be achieved through whole family activities, doing things other families take for granted and spending quality time together.

The sport and leisure providers demonstrate this to some degree. However Time Aside Sensory Art gathered a wide range of feedback on the impact on families demonstrating the importance of activities such as theirs. They welcomed the opportunity to have activities where siblings can join in; the peer support obtained through meeting other parent carers; feeling included and less isolated; and activities that are non-judgemental; inclusive; and affirming for their Disabled Children and Young People.



## Case Study 4 – Time Aside Sensory Art

### Short Break Service Aims and Objectives

Time Aside 'Short Breaks' aims to meet the needs of many families and individual disabled CYP to ensure that there is equal opportunity of access, to sensory art in West Sussex. We aim to encourage, enable, and engage through sensory art, through the Non- Directive Approach.

### What change is your service seeking to achieve?

Our Sensory Art Workshops are therapeutic, fun and very inclusive in their nature, with easy open access for everyone regardless of age, or disability. Spending time together in a relaxed creative space helps break down barriers and encourages informal friendships and links to develop. The sessions also can raise esteem, meet and improve communication needs and modes, develop independence and nurture social skills.

*"Meeting other parents in the same situation is very important so that I feel that I am not alone and it helps me access support. Making new relationships at the sessions means that I now go to a regular coffee morning and have started seeing other mums outside of the group. The session have been very useful to talk to other parents so that I can look ahead and think about what school would be right for D. The sessions make me feel comfortable and reduces my stress and anxiety and the boys feel safe too and we can come and go as we like. The sessions have increased my confidence and this will help me access other things which I don't do much of at the moment."*

*"It's financially affordable which is good and it's the whole morning, it's good value for money."*

*"It is a real positive thing, D now runs in, went to the Dark den on his own for the first time, there was another child in there, they stayed together, he feels safe enough to do that now."*

### Background

The family have been attending monthly sessions at The Glebe Crawley Down for about 9 months. They travel in by public transport from the adjoining village. This is the only Short Break the family access. The parents attend with their two children:

B is a wheelchair user and is able to access the table space very well during the sessions.

D has Autistic Spectrum Disorder and is able to hold the big rollers and use them by himself.

This means that both children can take part in activities independent of each other.

*"It's the freedom of expression for the boys, lots to explore the world around them, it's safe."*

*It would be hard to do this together and both be able to achieve, this allows them time together and they can both achieve different things at the same time."*

*"I have confidence that Time Aside staff will see my boys in all of their behaviour in a positive and understanding way. This is the only Short Break session we go to at the moment, as there is nothing else we feel is appropriate for them. It is accessible for both of my boys, they have different needs and the session meets both of those needs at the same time with lots of choice."*

*"I am on my own with two teenagers who have considerable needs of their own and my elderly mum, so this support was a life-saver!"*

Enable Me Youth Club

*Kangaroos has given us emotional, practical and moral support when it is needed, as well as sharing information. They have also supported us with reports for a Blue Badge, an ADHD diagnosis and recommending a PA. Before from Social Services we felt it was up to us. Get on with it, but we didn't know what was out there."*

*"I use this time for me to have some pamper time ie a haircut."*

Autism Sussex 1:1 support

*"There is no stress at the sessions we don't have to be watching their behaviour, all the other families understand and we are not on edge as when we go to other places. I have learnt to let them be more independent – to begin with I'd supervise and organise, now we arrive in the session and we don't see them. I've learnt to let go and be more laid back and relaxed. We feel a lot calmer when we leave"*

Time Aside Sensory Art

*"The impact of PACSO Short Breaks on my wife and myself has been considerable. We are desperate for respite as H sleeps poorly. Consequently we are always very tired. PACSO meets that need well, both by providing clubs that H enjoys and by providing a Buddy (Harriet). Harriet can often get H to do things that he wouldn't do for us. I think it's fair to say that if there was no PACSO, H's life would be diminished."*

*"One day I go on a study course myself and the other day I attend a work meeting and meet friends and do some shopping."*

Scope Inclusion South East

*"Dad was able to go out and generally have time to himself."*

Kangaroos

*"Ashdown provides relaxation time and time to do things with my other child and husband that are usually difficult to do when R is with us.*

*The sessions are booked in advance which means we can plan activities with other children, it gives us time as a family to engage in a choice of activities without having to worry about stopping for R's gastrostomy feeds and care. The impact of having such a good break for R means I have less stress and can get on with other things without having to worry or constantly watch over R. Ashdown gives me time with my husband to build a better relationship and time to give my daughter the attention she deserves.*

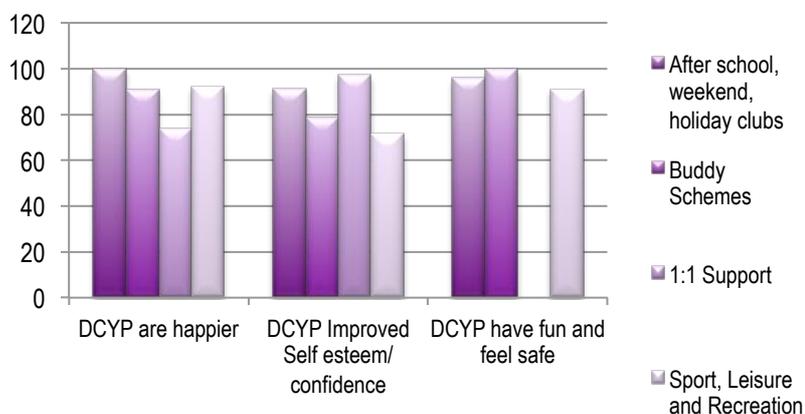
*Without Ashdown the whole family would be more stressed, relationships would suffer; there would be resentment towards R and the feeling of being trapped."*

*"It gives a chance to a much needed break and to be able to put our other children first and do things we can't normally do."*

Chestnut Tree House  
Fun and Friendship

## Health and Wellbeing – The Difference Made for Disabled Children and Young People

**90% of DCYP are happier as a result of Short Breaks**



**84% of DCYP have improved confidence and self-esteem**

The above bar chart shows the three most commonly reported outcomes by the 4 different types of Short Break Provider. The stars on the left show the overall average percentages for each outcome.

Only 7 Providers reported on 'being happier', and only 6 on whether Disabled Children and Young People feel safe and are having fun.

The information provided also demonstrates that those Providers offering 1:1 support and Buddy schemes are less likely to be analysing data regarding improvements to confidence and self-esteem. Only 5 of the 9 Providers submitted any statistical data in this regard. It was expected that these Providers would be tracking change over time and analysing impact and achievements far more rigorously, particularly given the scale and size of their contracts and the ongoing relationships and number of individual families supported.

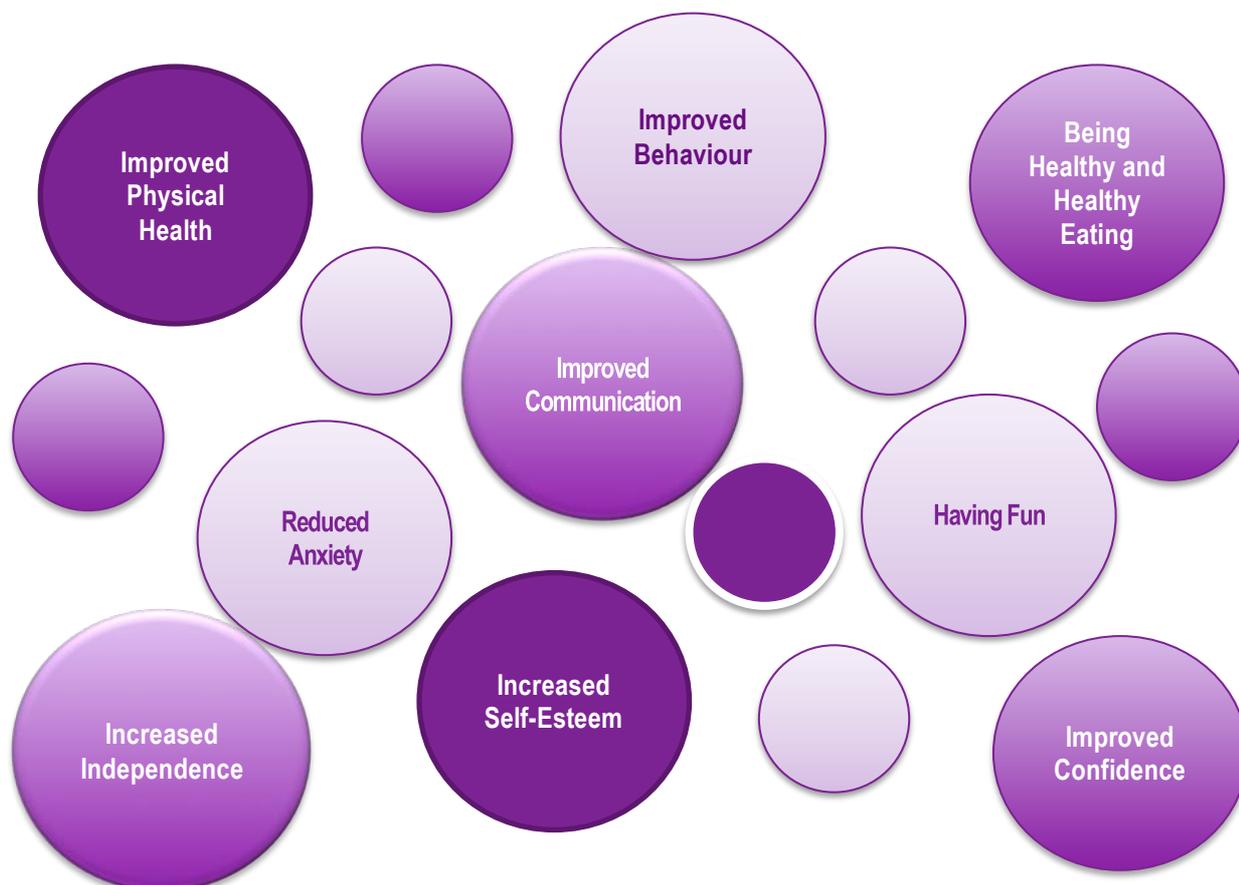
It is not uncommon for service Providers to find this area of data collection and analysis challenging and the reports received demonstrate that.

Reporting has improved enormously from the start of the contracts. Some Providers are still struggling with measuring outcomes and impact. For some this may have been as a result of the changes to Short Break reporting (which was requested by Providers' who wanted a more flexible reporting regime that was less prescriptive) but this has resulted in less emphasis on Health and Wellbeing outcomes or lack of clarity about linking outcomes to their own as well as the commissioning/Short Breaks priorities.

The 4 Providers that exceeded reporting expectations, all gathered both contextual, statistical data as well as evidence from Disabled Children and Young People and Parent Carers.

Nevertheless there is significant evidence from case studies and quotes to demonstrate the impact achieved for Disabled Children and Young People on their health, wellbeing, confidence, self-esteem and in some case improvements to physical and general health. These are summarised on the following pages.

**96% of DCYP have fun and feel safe during their Short Break**



***“My son now wants to join a regular club outside of the holidays... thanks to the patience and understanding staff he now has the confidence to do this.”***

Places for People Leisure  
Broadbridge Heath Leisure  
Centre

From the range of quotes and case studies provided it is clear that Parent Carers and in some cases Disabled Children and Young People report many changes as a result of Short Breaks. The above represents the most commonly reported.

Families and the individual Disabled Children and Young People particularly value the time they are able to spend away from their parent carers; increasing their sense of independence, doing things with other adults and their peers, and being able to make choices of their own about how they spend their Short Break time.

Mixing with and socialising with peers also impacts on building confidence and self-esteem. There are a number of cases where parent carers report that this increased confidence means their child(ren) will attend mainstream activities; new venues; new clubs or other places with less stress and anxiety.

For those Providers that offer group based activities there is evidence of how this has a positive impact on behaviour, communication and making healthy choices in both terms of activities and food choices.

The impact on socialising; reducing isolation and other learning and development are also significant areas and are therefore analysed in the following two sections.

The impact on physical and emotional health was only reported by a small number of Providers. For example, the Horsham Reaching Higher programme which offers access to a wide range of sport and leisure activities reported 91% of parent carers saying that engagement is improving theirs and their child’s physical health.

Some quotes and case studies also demonstrate specific improvements such as muscle tone, co-ordination and balance. Examples appear on the next few pages.



*“Over the last year and a half my son has grown in confidence and his interaction with others in this group has improved. The way the Group is run is wonderful and a morning they look forward to each month.”*

Time Aside, Sensory Art



Worthing Leisure  
Feedback from Disabled Children and Young People – Have you had fun today?

*“Sophie enjoys the independence it gives her and usually wants to stay beyond the session.”*

Springboard, Horsham Buddies

*“I have had the best day today ... can I come back tomorrow?”*



*“Safe, secure and happy.”*

Springboard Buddies



*“Our son is very physical and has difficulty finding appropriate outlets for his energy-levels. These Disability Fun Days provide a brilliant variety (including Wheels for Wellbeing Cycling) of activities that we have then considered accessing on a more regular basis in our own time.*

*The primary goal was to try out new experiences alongside other children at these events ... this has been achieved over time. I believe my son’s confidence and social skills have been strengthened massively by regular attendance at these events.”*

Freedom Leisure

*“C is more physically active through these sessions and has discovered a joy of walking and swimming for pleasure.”*

Core Assets Children’s



*“Yes, I’m happier,  
100 per cent  
No – make that 11 out of 10”*

*“A has developed his confidence so much that he began helping us, the staff and Seb to run the club”*

Enable Me Anim8

*“It does reduce our stress for the time that they are there, very much so. When they are doing Anim8 they are happy. It makes for a happier house.”*



## Case Study 5 – PACSO After School, Weekend and Holiday Playschemes

### Short Break Service Aims and Objectives

Our aim is to provide out of school clubs for disabled children and young people aged 0-18, and their able siblings. We aim for short breaks to result in families benefitting from greater wellbeing and children and young people experiencing fun, enjoyable new activities that they could not otherwise access.

### What change is your service seeking to achieve?

Our activities are designed with and for our beneficiaries, so giving them a voice in how their clubs are delivered. Each session seeks to improve independence and aid social development, and to build skills that bestow self-esteem, confidence and happiness. Most of our play activities also offer respite for parents/carers.

### Background

C lives at home with his mum, dad and 3 siblings. He is currently in Year 6 at Edward Bryant School, a mainstream Junior School in Bognor Regis. He is on the autistic spectrum and suffers with extreme anxiety. PACSO is his only short break provider.

#### C's Goals:

- To be less anxious so that he could enjoy his special time at PACSO.
- For his little sister (no diagnosis, but displaying ASD tendencies) to be able to enjoy some play time too.
- Respite for mum and dad (quality time together)
- Some 'mum time' for other sibling,
- Opportunity for [brother], to get some work experience as a volunteer play worker.

*"We are really grateful to PACSO for the amazing service they give us. We really rely on them because there is nowhere else in the area that is appropriate for all of our children to go to. When the children are at clubs, it is the only time that me and my husband get a proper break."*

*"If all 4 children go to PACSO (including brother who volunteers) I can go shopping in peace. Sometimes (other sister) prefers to stay at home with me so we can have some mum time together which is really special."*

*"PACSO gives him somewhere to come where he can be just himself."*

*"The respite is invaluable. It has improved our quality of life – we'd be exhausted without it."*

*"...C seems to get very anxious when he is in new situations and can't handle anything different. It was important to us that we found a way to help him cope with change as he will be going to secondary school next year, and we want the transition to be as smooth as possible."*

*We booked C and [sister] into the PACSO Summer Playscheme, believing that it would be great for them both to meet and mix with some other children and to have the chance to do some fun activities. Although C was used to going to PACSO After School Clubs and Saturday Clubs, this was the first time he had spent a whole day at PACSO. [Sister] settled in immediately, but C really struggled.*

*On the first morning of the Playscheme, I dropped the children off, but even before we reached the door, I was aware that C was really anxious. He didn't want to go in, and wanted me to take him home. I persevered and managed to get him in to the school, but the situation overwhelmed him, and we both ended up in tears. Ruth and the team were amazing, and really encouraged C by suggesting that he help out Scott (the team leader). Eventually (but reluctantly) he agreed, but the whole incident had been really traumatic, both for him and me."*

*"When I picked C up at the end of the day, Scott told me that C had had a good day and that he had managed to do quite a lot of the activities. He brought home a scrapbook to show us what he had been up to, and I felt much happier about taking him back the next day.*

*"Over the next few days, C seemed to settle a little bit better every day. By the Friday (last day), he went into PACSO really happy. At the end of that day, I spoke to Ruth and we both agreed that he was completely transformed, and that there was no hint of the anxiety that had so nearly ruined the experience for him"*

## Case Study 6 – Freedom Leisure

### Short Break Service Aims and Objectives

- Provide increased opportunities to fun, physically and socially active activities at K2 Crawley
- Increase awareness of activities and other services across West Sussex
- Signpost and develop access pathways from tasters to on-going participation with existing programmes in the local community
- Improve levels of health and wellbeing, confidence and self-esteem.

### What change is your service seeking to achieve?

To facilitate a positive change in activity levels, social interaction and emotional wellbeing of disabled CYP and their families. We will achieve this by providing high quality fun days, swimming and rebound therapy lessons, whilst providing exit routes to ongoing sessions, in order to encourage long-term improvements in these aspects.

### Background

*“Our son was diagnosed with autism spectrum disorder at the age of 3 years and 2 months, he is now 5 years and ten months old. As parents, we knew that our son had different needs from very early on in his infancy. After diagnosis, we began to access a variety of local services including Children and Family Centres, Portage service and Short break Disability Fun Days.*

*Always struggling to be around activity/noise/smells due to his sensory processing and social communication difficulties associated with his condition, the Short Break Disability Fun Days were a joy to attend. They not only allowed us as parents to switch off from that constant worry that your child's behaviour could be misconstrued (in a negative way) by another child/parent but it also presented an opportunity for fun, creativity and socialisation for our little boy within a supportive and understanding environment. “*

*All of the events have been held at nearby leisure centres and we have found the variety of activities on offer is always impressive – particularly the well-monitored but physically invigorating opportunities such as rock-climbing and trampolining. The cost of these days is reasonable given the array of activities usually on offer.”*

*“The primary goal of our child trying out new experiences alongside other children at these events has been achieved time after time. I believe my son's confidence and social skills have been strengthened massively by regular attendance at these events.”*

*Our family treasures these Disability Fun Days. The choice of fun and physical activities on offer that my son is able to access is very restricted due to his massive struggles with social situations, social communication and language and sensory processing. If, for example, we enrolled him in an age-appropriate lesson for rock-climbing, he would be at a great disadvantage as he requires a lot more support and one-to-one than his neurotypical peers.*

*He is also free to express himself as the wonderful individual that he is at these events and nobody gives him, or I, a second glance. There is no judgement and being in a positive and accepting environment like that is a joy.*

*Without these days, my son would not now be able to ride a bike or rock-climb. He would not have played African drums or had a go at basketball. His condition causes my little boy such anxiety of typical situations (playing in the park/going swimming/eating out etc) and having access to facilities such as Short Break Disability Fun Days means he is not missing out on getting the most out of his childhood – like all children deserve.”*

## 3.4 Social Value Indicator 4 – Building Relationships and Being Connected

***“Having Autism Sussex involved has helped our extended family relationships as we have time to see them and they see the difference this support has made to our lives.”***

Autism Sussex

***“Because Time Aside sessions are so inclusive it helps other people to open out, which is important as families can get withdrawn and isolated and people get used to this.”***

Parent – Time Aside Sensory Art

Under this heading Short Break Providers report how their services support Disabled Children and their families become less isolated from their community; their peers; and their friends and family.

Many families experience social isolation as do Disabled Children and Young People themselves.

Contact a Family’s 2012 report Forgotten Families found:

- One in five (25%) say that isolation has led to the break up of their family or marriage
- Over half (56%) reported the cause of their isolation is due to lack of support from statutory services, such as social services and the education system
- 50% felt that their isolation had been caused by the discrimination or stigma they have experienced.

For Disabled Children and Young People isolation is a significant issue especially where individuals are unable to travel independently; require 1:1 or 2:1 support to take part in activities or have complex health needs; behaviour, communication or other needs requiring support.

Opportunities to socialise can be limited and Short Breaks offer many the only time they have away from caring responsibilities.

Social isolation is recognised by health and social care professionals as impacting on an individual’s general health; increasing anxiety; lowering self-esteem; reducing confidence and can result in depression or substance misuse and therefore increased use of health and social care services.

The new Carers Act “for the first time, carers will be recognised in the law in the same way as those they care for.” (Department of Health Factsheet 8) The Act gives local authorities the responsibility to assess a carer’s needs for support.

Short Break Providers have clearly demonstrated how they offer a range of opportunities that support parent carers to:

- have a break from caring responsibilities
- time to spend with family and friends
- support maintenance of family relationships
- spend some time being themselves
- and supports reducing stress and maintaining health and wellbeing.

On the following pages the context for Disabled Children and Young People is considered before looking at the impact and difference made as reported by Short Break Providers.



## Context Disabled Children and Young People

For Disabled Children and Young People isolation is a significant issue especially where individuals are unable to travel independently; require 1:1 or 2:1 support to take part in activities or have complex health needs; behaviour, communication or other needs requiring support.



***“I make friends with other teams and see them at hospital appointments, this is nice to take my mind of the appointment, and we talk about football.”***

Albion in the Community  
Powerchair Football Player

It is difficult to maintain friendships out of school in the same way as non-disabled children and young people, however, their needs and aspirations are no different from their non-disabled peers.

Short Break Buddy Schemes and 1:1 Support Providers offer valuable opportunities for Disabled Children and Young People to take part in activities of their choice; attend clubs, uniformed groups etc in the same way that others would take for granted.

The After school, weekend and holiday clubs offer occasions to mix with their peers and make and maintain friendships. Some also include siblings. It is clear that Disabled Children and Young People value these activities as they offer many opportunities they would not otherwise be able to take part in.

The Sport, Leisure and Recreation Providers also offer opportunities to make new friends and mix with others. Some offer inclusive activities as well as specialist provision tailored to meet individual needs.

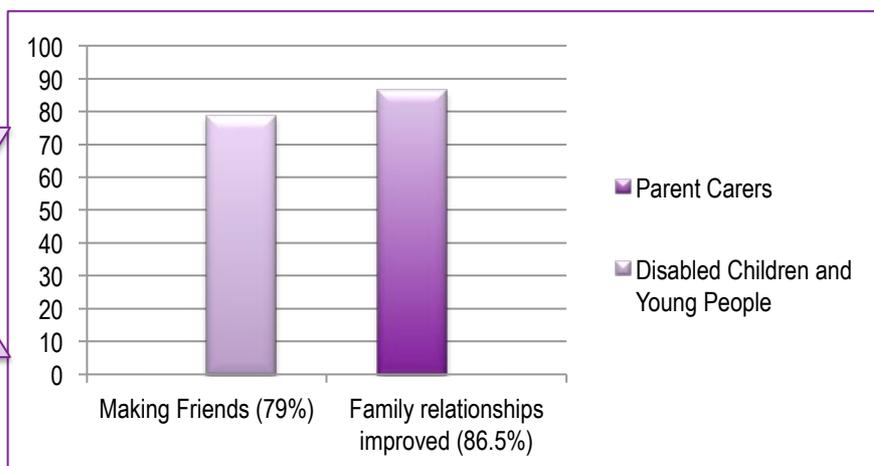
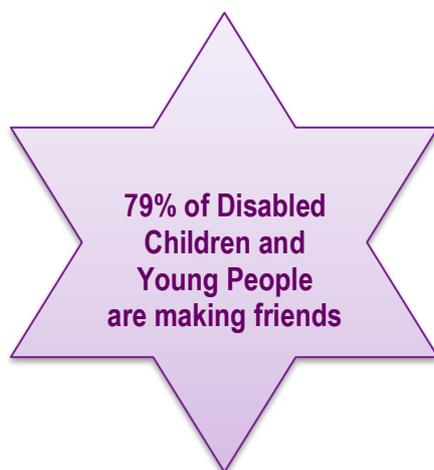
To support communicating with others it is vital that Disabled Children and Young People can develop social skills; understanding how to act in certain situations, for example queuing and taking turns, are all part of reducing the barriers to isolation; maintaining and improving relationships in all areas of a child or young persons' life.

Many of the Short Break Providers provide both formal and informal support through their activities to improve social skills so that the children and young people that attend their services have opportunities to learn a range of life and social skills. Many of the quotes and case studies demonstrate previous bad experiences including bullying and being excluded adding to their isolation or reduced confidence in participating in activities. Short Break Providers have demonstrated through their reports how they work to remove social barriers to participation; support the development of friendships outside of school; support individual learning and appropriate behaviour in groups; and improve communication. Parent carers also tell their stories of how these skills transfer into home and school life; improve relationships as well as feeling that they are part of the wider community.

Having a sense of belonging, which is known to help reduce feelings of isolation, is also a consequence of Short Break provision. Examples include, wearing the Brighton & Hove Albion kit as part of their disability sports programme; being a Cub like other children; being part of a swimming group or wearing an organisation's sweatshirt and logo.



## Building Relationships and Being Connected – The Difference Made



***“Gives us chill out time whilst talking to other parents.”***

Time Aside

***“It does give me a break and it’s great meeting up with other parents.”***

Horsham Reaching Higher

***“Jake has been very sociable with Connor, Saffron and Natasha and enjoyed doing lots of craft with them.”***

Ashdown Club, Guildcare

All Short Break providers except for one included outcomes against this Social Value indicator, which covers the following areas:

Disabled Children and Young People:

- Developing social skills when out in the community or taking part in group activities
- Making friends outside of school
- Maintaining and meeting school friends after school
- Engaging in community based activities and having fun

Parent Carers and their Family

- More opportunities to socialise
- Improved family relationships
- More time with other children or family members.

2 providers also offer opportunities for siblings to take part in activities.

Following feedback Horsham Reaching Higher built into their activities programme breaks to support parent carers to socialise (over 50% preferring to stay and watch) but also Disabled Children and Young People to have opportunities to build friendships with other participants.

Time Aside has made specific efforts to consider the needs of fathers and create a welcoming environment and opportunities to meet each other.

Some reports demonstrate that parent carers report on the importance of the informal information sharing and support gained through meeting with other parent carers whilst taking their children to and from Short Break activities.

Providers have mostly concentrated on the impact for Children and Young People. In addition to the statistical data a few providers included quotes or case studies to demonstrate the wider impact on families of reduced isolation and improvements to their quality of life.

*"It's not only given T the chance and challenge of being involved in new and different activities, but it's given opportunities for socialising and mixing with young people of a similar age that he wouldn't have otherwise. In particular he has enjoyed trying new and varied things, joining in and feeling very happy at Springboard. He always comes away from activities jolly and smiling. Buddies gives T the opportunity to lead a more fulfilling life."*

Springboard Buddies



*"Billy\* has been able to join in a group session and not always rely on 1-2-1 staffing. This has been helped with activities in our normal day to day life"*

Parent Carer, Worthing Leisure

*"Working with another young person, (of the opposite sex with support workers to develop appropriate behaviour) has increased her ability to negotiate and converse in an adult manner and understand that there are different ways of relating to other young people."*

Outside of Core Support the parents have also met and have developed a friendship and support network.

Core Assets Children Services

*"Ashdown has helped me with my social skills and confidence. When I first came to Ashdown I was being bullied at school which I found really stressful. Being at Ashdown made me feel more relaxed and able to be sociable without feeling small."*

*Now I feel lucky, I've a lot of support in getting ready for work and now have a job where I'm happy."*

Simon, Ashdown Club  
Attending Ashdown since 14, he has Asperger's.

*"My daughter has made a true friend at Kangaroos, something which has been missing before. The boys have learnt turn taking and waiting as well as life skills. It is great to know they are safe whilst enjoying the experiences."*



*"Teenscene is brilliant! E has no friends and has difficulty making friends of her own age, so Teenscene and Kangaroos is her only opportunity to socialise, supervised by people she knows and trusts. She has built up some great relationships, and this boosts her self esteem and confidence."*

*"It has helped the young people build relationships – you can see that in school during the week as a result."*

Enable Me, Anim8

*"The time out allows me to spend time with his brother who is in exam year and needs the additional support with visiting colleges doing homework etc. It also gives me time to spend at the sports centre which is a treat."*



Darcy and Molly long established Friends, Ashdown, Guildcare

## Case Study 7 – Enable Me Youth Club

### Short Break Service Aims and Objectives

To create and deliver an inclusive Youth Club for Children & Young People with Special Education Needs and/or Disabilities of all abilities (and their siblings), ages 7-11 and 12-18, on Mondays and Thursdays for 38 weeks of the year in the Littlehampton/Arun area.

### What change is your service seeking to achieve?

The Enable Me Youth Club provides high quality Short Breaks for disabled children and young people and their families, giving Disabled Children and Young People choice and access to the same Youth Club opportunities as their non-disabled peers, in a safe, welcoming, fun and inclusive environment.

At EMYC, members participate in personal and group activities that facilitate a greater sense of independence and foster a sense of belonging. Members build new relationships, and develop and improve their life-skills and social skills by engaging in new activities such as Sports, Anim8, Arts & Crafts, Music, Days trips etc, and through other things they want to do.'



*'It's great doing something different and making new friends! I think they like me... I know they do!'* BIG SMILE'

### Background

Katrina is 17. She has social communication difficulties, chronic fatigue, dyslexia, and possibly dyspraxia. She has been attending Enable Me Youth Club on and off for 2 years. Katrina has an older sister with Autistic Spectrum Disorder who used to attend the Club but is now 19 and is at University. Before coming to the Club she struggled with her confidence.

In August 2014 Katrina planned and led with her older sister a Geocoaching event in Chichester for other members of the Club. She also volunteers with the junior club helping out and working towards her Outset Youth action, volunteering hours award.



*"The Geocoaching was partly my idea with my sister, it worked – nice for them to be somewhere different, not in a room! I was like showing them what to do with the GPS equipment."*

Attending EMYC has:

- Reduced isolation for Katrina
- Improved her confidence and independence
- Improved self-esteem through recognition of her accomplishments
- Improved social skills and other life skills
- Improved educational opportunities
- Reduced stress for the family

Her mother said *"At school Katrina was downtrodden, intimidated, bullied and accused by the school of 'putting it on' and I was accused of 'backing her up with lying' by Pastoral Support."*

*"It has really helped, she gets on with everyone at EMYC whereas outside of the Club she has struggled with friendships. Her 17 year old peers elsewhere are quite indifferent to her and unaccepting of her."* Katrina's Mother.

*"It has worked wonders for her in terms of college, not only helping her at getting into the college in the first place, but also in terms of getting on with her peer group whilst there."*



*“Took care of my children whilst we needed to talk to medical staff – eased stress with extra support.”*

Rainbow Trust



*Sheila explained “because Zach goes to school in a different area it has been difficult for him to make friends locally. Playing with the Seagulls however has meant he’s met lots of local people – all who share his passion for football – so it has been a really great opportunity for him to get to know people and make friends.”*

*Sheila also explained “what an amazing support network for parents and guardians meeting regularly at training session and matches is. They get an hour or so to talk to other parents of young people with disabilities, to share information, help each other and also have a short break while their children are playing and being coached.”*

*Albion in the Community*

*“Alfie attending group allows me to spend time with my girls, reduce stress and do normal things. It allows me to relax without having to worry about Alfie not coping with the crowds. It gives me and my husband time to get together to discuss coping strategies without Alfie overhearing. We would not be able to function as a family unit without the support offered by Autism Sussex. We are seen as a family unit and not just a child – your organisation is there for our whole family and you are the only service to offer this”.*

Autism Sussex, Clubs and 1:1 Support Services  
Additional supports from Family Support Service,  
Parent Workshops, Siblings Groups  
and Family Fun days.



*“...this is a break for me, it’s really good to sit and have a chat and a coffee with another parent who understands my situation – it’s very rare, so I wanted to make the most of it now I’ve discovered it.”*

*“And not only that, it’s amazing when you talk to other parents of special needs children, how the stories are always the same and in all the wrong ways. The battles, the fights, the statementing - it shouldn’t be so hard, but it is. When you get parents together, you gain so much information, help and advice it gives you so much power. And it gives you comfort in knowing you’re not the only one going through it.”*

*“You can talk to parents of ‘normal’ children and they don’t get it. They try to give advice and you think ‘you really have no idea’. Even your own family members don’t really get it. So it’s really nice talking to somebody who gets it; they might not be able to solve the problem for you, but it’s just the fact that you discover that you’re not going crazy and that somebody understands where you’re coming from.”*

Enable Me Anim8

## Case Study 8 – Kangaroos Champions

### Short Break Service Aims and Objectives

Champions is a project offering children and young people with learning disabilities, aged between 8 and 18, a range of after school six week courses in a variety of sports, arts and leisure disciplines of their choosing. The project offers introductory courses for the first two years followed by intermediate courses in year three.

### What change is your service seeking to achieve?

That Disabled Children and Young People have the opportunity to try a range of different activities to learn new and to develop and improve their skills and by trying new activities supported by staff and volunteers, to discover which sports, arts or leisure activities that they really enjoy and would like to spend more time doing.

### Background

Family A have 3 children on the Autistic Spectrum. The eldest is a daughter aged 10 has Aspergers Syndrome and attends mainstream school, the two boys aged 7 and 8 have Autistic Spectrum Condition and attend a local special needs school. One son also has behavioural issues mainly related around agenda setting, a self-restricting diet and Pica and is per-verbal, whilst the other has suspected ADHD, is pre-verbal and extreme behaviour issues mainly around seeking ways to escape continuously. Both boys need at least 1:1 support at all times, which can increase to 2:1 support when out and about. All 3 children have been attending Kangaroos for up to 2 years.



*"Champions has proved very beneficial to my daughter. She has been reluctant to take part in sports and PE has always been difficult lesson for her, since Champions she has learned to enjoy sport and physical activities, coped with teamwork and has even joined her mainstream school netball team practise sessions."*



*"It is difficult to take our children to mainstream activities and venues. Playgrounds are too exposed which makes it very easy for one of the boys to escape and the closed off areas are for toddlers, which isn't appropriate for my children. In the past we have gone to local soft play areas, but have had bad experiences there are negative comments."*



*"We don't feel welcome at local leisure centres. We would love it if both Burgess Hill and Haywards Heath leisure centres put on more activities which were inclusive for our children. Their staff need training in additional needs. This is why Champions is so important to our family as they can take our children to places in the community with the support they need."*

## 3.5 Social Value Indicator 5 – Learning and Development

***“Billy has been able to join in a group session and not always rely on 1:2:1 staffing. This has helped with activities in our normal day-to-day life.”***

Worthing Leisure

***“M is at the beginning of what we think is going to be a long journey, but he is already making progress. It makes him so happy and proud every time he achieves something (like staying away overnight).”***

PACSO Buddy Scheme

### Context

West Sussex County Council’s vision for Children and Young People is to:

- Give them the best start in life
- Be safe and secure
- Be healthy
- Be able to learn and ready for school and work
- Be part of, and contribute to, their local community
- To have the skills they need to live independently and be employed.

Short Breaks for Disabled Children make significant contributions in both formal and informal ways enabling the development of life skills such as:

- Being part of a team
- Learning to take turns
- Handling money
- Using public transport
- Managing behaviour and appropriate behaviour when out and about and with others
- Communication.

In addition some Providers are specifically funded to support Disabled Children and Young people become more independent, either by doing things independently or learning to be apart from their primary carers.

A few activities offer specific support for transition into college and beyond. Some offer volunteering opportunities as demonstrated by Katrina’s Case study on page 38 and Keiran Green on page 52. A number of others also offer similar opportunities and these are picked up in more detail in the next section, Employment Opportunities.

Taking part in sport, social and recreational activities has many benefits for Disabled Children and Young People and it is clear that these go beyond the enjoyment of taking part. The skills learnt have an impact in all aspects of their lives at home, in the community at school and in other social settings.

Providers were required to provide person centred support, tailored to individual needs and ensure that they worked with Disabled Children and Young People to set individual as well as group goals. This expectation is greater for those offering 1:1 and 2:1 support such as the Buddy Schemes and 1:1 support programmes. However, many of the group activities and sports activities that provide specific coaching to gain skills are expected to demonstrate how they have facilitated learning and development; to show the changes and achievements over time, however small according to the abilities of each person.

3 of the Leisure Centre Providers did not include outcomes against this indicator. 1 provider offering 1:1 support also did not measure any outcomes for this indicator.

Of the remaining 18 Short Break Providers, 7 that set targets and outcomes against this indicator did not sufficiently evidence how these had been met. 2 Providers have consistently demonstrated good practice against most indicators, and exceeded the evidence levels required.

Below we summarise the results achieved based on the 50% of Short Break Providers who did submit evidence to demonstrate Learning and Development.



## Case Study 9 – Enable Me Youth Club

### Short Break Service Aims and Objectives

To create and deliver inclusive Motiv8 Sport and Anim8 activities for SEND CYP of all abilities (and their siblings) aged 7-18 in Chichester, Crawley, Bognor and Burgess Hill.

### What change is your service seeking to achieve?

Enable Me's Outreach Programme delivers Short Breaks that are designed to ensure DCYP will have the same opportunities as their non-disabled peers, to try new things, to make new friends and become as independent as possible.

### Background

Joshua and Sam are 8-year-old twins and both have Autistic Spectrum Disorder, Developmental Co-ordination Disorder, Emotional and Behavioural Difficulties. They live with their parents and are the youngest of 5 children, one of

whom has Cerebral Palsy. Until recently they both attended mainstream school but have now moved to an independent special needs school.

Their parents wanted to find an out of school activity that both boys would be able to do together. Previous activities had not worked out for a variety of reasons.

They were both doing some film work at school which they really seemed to enjoy. So Anim8 was suggested as something they might like to do.

*"Anim8 is the only thing I have ever left them alone to do, ever! And it is the only place they have ever wanted to go without me. They have never managed or coped with any other out of school activity without me, or without the provider turning around to me and saying 'We can never have them again'. It is awful and it is a real knock for their confidence. Everything we try, I get very apprehensive about it's failed so often in the past and it's embarrassing, it's really embarrassing. Receiving that phone call that says, sorry but can you come and collect your children."*

*"Going to Anim8 makes them feel special. They go to school and tell everyone. There was a massive improvement in their behaviour whilst they were with you in comparison with any other out of school thing they have tried. It reduces our stress for the time they are there – very much*



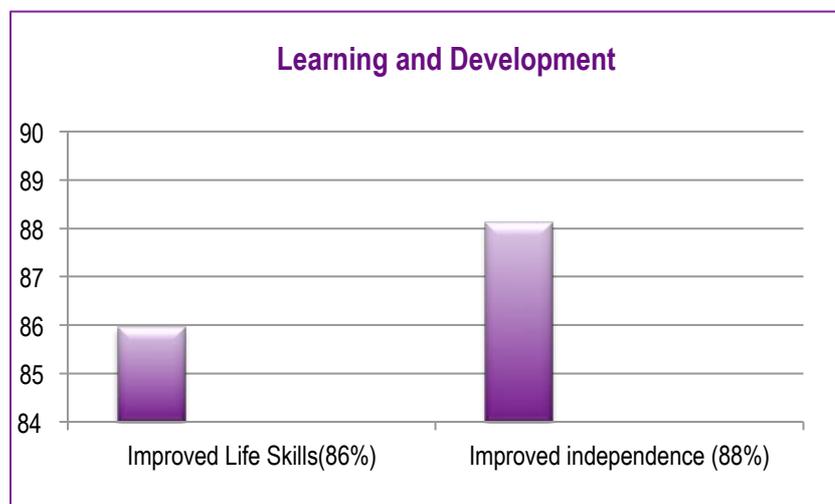
Goals Set included: Gain animation skills, feeling safe away from their parents, improving confidence, experience success through choices and outcomes, gain a sense of independence, engage with their peers and not just each other.

All the goals have been met except the last one. They stay for 2 hours, engaged and they want to return again and again. *"They feel proud of what they have achieved and now got a Mac at home."*



*"We were not just told to get on with it. If we don't understand we feel we can put our hand up and ask. It feels like a safe environment. We feel safe around the other children – they are the same each week, and they are not mean to us. We like coming to the club a lot. It's really good. We suggest it to other boys at school because it gives you the opportunity to make a movie and you can take it home."*

## Learning and Development – The Difference Made



19 Providers submitted statistical evidence which is summarised in the above chart in relation to the percentage of Disabled Children and Young People improving life skills generally and improving independence. As Providers were required to set their own outcomes all those that relate to developing specific skills have been put together under Improved Life Skills.

The 1:1 support and Buddy Schemes show the highest percentages for Life Skills at 92% and 90% respectively. For improved independence the Buddy Schemes show a disappointing result coming in the lowest at only 77% whilst the 1:1 support record 93%.

Of the 4 After School, Weekend and Holiday Club Providers who reported statistical evidence, they report 81% improved Life Skills and 93% improved independence.

3 Sport, leisure and recreation Providers submitted statistics for this indicator showing 80% improved Life Skills and 90% improved Independence.

The narrative evidence for this Indicator is mixed but those Providers that have provided good evidence, case studies and other information do demonstrate how much Short Break Providers can contribute towards learning and development of a wide range of skills.

When assessing the reports submitted the evaluators were looking for evidence of how individual goals and achievements were tracked over time. In particular we were looking for the voice of Disabled Children and Young People themselves demonstrating their achievements as well as that of Parent Carers reporting on the impact for their sons/daughters as well as in other aspects of their lives.

On the next page examples from the Short Break Providers who submitted both statistical and narrative evidence that demonstrate the journey travelled, the difference made and achievements of Disabled Children and Young People are summarised.





***“Kangaroos has helped my child’s understanding of being out in the community no end. Taking him out used to be really distressing for him but this has all changed.”***

*Kangaroos After School,  
Weekend and Holiday Clubs*

The quotes and case studies submitted demonstrate that a wide range of skills are being learnt and Disabled Children and Young People have the opportunities to develop in many ways.

The above represents the most commonly reported outcomes.

In addition to Disabled Children and Young People’s learning there is also evidence of how this raises Parent Carers aspirations about what their sons/daughters can achieve. In a world where they are so often talking about what is not possible Short Breaks Providers are providing shining examples of achievement and opportunities to take part in activities non-disabled children and young people take for granted.

There are some examples of how the impact of learning and development during Short Breaks is transferring positively into other areas of the individual Disabled Child or Young Person’s life as well as that of their family. As the quote opposite shows it opens up opportunities to do things outside of Short Breaks because behaviour in social settings has improved enabling families to do more things together and go out as a family.

The following quotes and case studies give just a flavour of the importance of all Short Break Providers to set goals; track individual changes over time and importantly demonstrate to the individual children and young people and their families what they have been able to achieve, however small those steps might be, they can have significant impact on people’s lives and help prevent stress and improve coping strategies in a wide variety of situations.



## Case Study 10 – Autism Sussex - Youth Club

### Short Break Service Aims and Objectives

Our aim is to provide specialist support for CYP with an Autistic Spectrum Condition to access group based, age appropriate fun activities within our Resource Centres and through planned outings to universal services.

### What change is your service seeking to achieve?

To enable CYP with ASC to successfully access and enjoy a range of new and preferred activities within a resource centre base which provides an autism-friendly, calm environment supported by well-trained, experienced staff. Provide opportunities for CYP to access a wider range of fun activities outside the family home, develop social skills, improve communication skills, and increase self-esteem.

### Background

Harry is 13 years old and has a diagnosis of Autism Spectrum conditions. He lives at home with his mother and pet cat Spud. He attended mainstream junior school and now attends a special school. He attends Autism Sussex Young People's group on a Monday after school and a Saturday morning. He also receives 3 x 1:1 support sessions each month with Autism Sussex. He has limited access to school friends close to his home.

During his assessment the following goals were set:

-  Build friendships
-  Learn social skills
-  Increase motivation
-  To spend time apart from his mother to gain independence
-  To experience new activities and learn new skills.



*"If I am generally happy, makes situation easier, flows better – every grown up needs grown up time – makes me more fun to be with. The break gives me time away from it all. Autism Sussex helps to refresh me for the week, especially as it's a Saturday when I am physically recovering from the working week before. Having Harry go out for a few hours enables me to feel refreshed, get back up and carry on". "If we were unable to access short breaks it would be such a huge loss for both of us, especially to Harry, as it is such a big part of his life. You are all fabulous – I do not know what I would do without the contact of Autism Sussex".*

*"Harry's ability to interact with new people has improved – this may have taken weeks before with lots of preparation. Harry is more confident within his ability and feels safe to express himself. Harry has managed to overcome a lot of his dislikes. His speech and communication have both improved as has his ability to express his emotions. A huge percentage of this is down to the support from Autism Sussex. Harry is now doing new things and things he wouldn't normally access – Autism Sussex support has helped him to grow into the young man he is today".*



*"...We need more clubs like this for building their self-esteem; they do learn a new skill and that's brilliant but it's so much more than that! It's the benefits that come from meeting other children like themselves, discovering they can achieve something and feeling they're not totally stupid"*

Enable Me Anim8



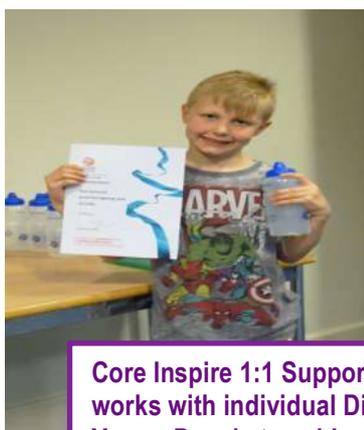
*"Alfie has developed his confidence so much that he began helping us, the staff and Seb to run the club."*

*"I feel good about myself, brilliant."*



*"Blossom spending time making puzzles and practicing her letter sounds."*

Ashdown Club Guildcare



Core Inspire 1:1 Support/Buddy Scheme works with individual Disabled Children and Young People to achieve their goals. 92% report learning a new skill for example certificates in Tae Kwon Do and Badges at Cubs. Core held award ceremonies to celebrate achievements something families report being a rare occurrence and supports families see the small and major steps taken as well as motivating individual Disabled Children and Young People.

*"Harriet (PACSO Buddy) worked with M (and us!) to devise a programme that would support him on his way to becoming independent and there has been no turning back for him. In May, he joined a group of teenagers for a Buddy Overnighter at CYE Sailing Centre. He had an absolute blast, and Chris [another PACSO Buddy] even managed to get him to have a shower without any fuss!*

*M also went to the fun fair with Harriet. We were a bit apprehensive beforehand because M hates loud noises. Not only did he have a fantastic time, but Harriet also got him on the waltzers and bumper cars. We would never have believed it if we hadn't seen the photos! This has opened up a new fun outing for us all as a family. PACSO is invaluable to us. I don't know where we would be without PACSO, but we would certainly be in a much tougher place."*

PACSO Buddy Scheme

*I am looking forward to my exam.*

## Case Study 11 – Springboard Project – Buddy Scheme

### Short Break Service Aims and Objectives

- To Increase Social Interaction
- To develop life skills and independence
- To improve family relationships

### What change is your service seeking to achieve?

- Increased social opportunities with groups including steps taken in friendships/turn taking
- Increase in independence through opportunities to practice life skills resulting in increased confidence
- Family relationships strengthened, parents reporting positive impact on health and well being



Springboard staff have been tracking Jake's progress during the Short Break contract to measure changes over time and he is making great progress in meeting the goals set. During his 3 years he has been on more outings such as swimming and trips to the Sealife Centre. He now regularly attends without his sister. He has built good relationships with staff and volunteers so that he can be paired with a number of different people. This is a big step for Jake.

They have introduced more teenage activities into the house to improve life skills such as cooking and sharing ingredients/food as well as introducing new foods.

There has been an improvement in Jake's behaviour eg the pushing stuff over, pinching, biting and spitting is more controlled and only manifests towards the end of activities which is often around after 8pm. He has coped very well with the changes.

### Background

Jake is 12 years old with fragile X Syndrome and Autism. He lives at home with his parents and 10-year-old sister who also has Fragile X Syndrome. Jake uses very little language, but he can ask for what he wants by using single words, small phrases or showing you.

Jake has been attending Springboard for over 3 years and recently transitioned into the Buddies group.

The goals for Jake are to:

- Become more sociable and engage in teenage activities
- To access trips out as well as days at the house.
- To attend sessions by himself
- To be paired with volunteers and to go on trips with the group.

Jake sometimes has challenging behaviour, can become over excited. When he transitioned from Springboard Grasshoppers (younger groups) they made sure he met the new member of staff and had a slow build up to joining the group. There was a gradual change as changes in routine can be an issue for Jake and he can become anxious, upset or over excited.

His behaviour can, at times, make it difficult for him to engage in activities outside of the Springboard House.

His mother said *"it gives us the opportunity to do something on our own. I think Jake's biggest problem with buddies, which is more down to me not applying for many days, is that Jake has not gone to many buddy events. I think now that he is more settled with buddies I need to be braver in asking for different activities."*

## 3.6 Social Value Indicator 6 – Employment Opportunities

***“By the time they leave school disabled young people are more than twice as likely to be out of education, training or employment compared to those without SEN.”***

Green Paper on SEN and Disability

***“All the experiences with AITC have given me confidence to not only try and play sports but share my knowledge to teach others”***

Albion in the Community Player and now Coach after completing successful Apprenticeship

### Context

The Green Paper on SEN and Disability, Case for Change stated:

“Life chances for the approximately 2m disabled children and young people are poor. By the time they leave school these young people are more than twice as likely to be out of education, training or employment compared to those without SEN.”

The Children and Families Act (2014) which followed the Green Paper, extends the age that local authorities will support Children and Families with SEN and Disabilities to 25 and ‘Provides statutory protection for young people who are in education or training up to the age of 25’.

Whilst Short Breaks are currently commissioned to provide support up to age 18 it is likely that going forward this will change to be in line with the Children and Families Act. How Providers support Disabled Children and Young people prepare for transition to adult life, supporting them to be more independent, learn life-skills and ultimately opportunities to access college or employment will become even more important going forward.

10 Providers stated that they would be measuring outcomes in relation to employment. Where they have included volunteering that is not related to service users this is included in the Value for Money Section where we consider the value of volunteering input, 6 of the 10 Providers fall into this category. Only 4 Providers submitted information about supporting Disabled Children and Young People.

Where Providers included information about training and development for staff we have used the information to inform the Quality Section on page 11.

No provider appears to have gained feedback in relation to how Short Breaks support parent carers maintain work or enter volunteering or employment. There are some quotes throughout that indicate there is an impact but the information is not sufficiently evidenced to include in this report. The mid-term evaluation did demonstrate that this was an outcome valued by parent carers.

The Office of National Statistics in 2009 reported that a quarter of parents were lone parent households and of these 19% were caring for a disabled child or young person. Employment and economic status is an important issue for parent carers.

The Mid-Term evaluation report of Short Breaks found that this is an area of concern and importance to Disabled Children and Young People as well as Parent Carers.

Very little statistical evidence was submitted and does not provide any meaningful overview information.

We have therefore summarised overleaf examples of how Short Break Providers do support Disabled Young People with college, volunteering, work experience and employment, together with the case study of Katrina on page 38, Simon on page 48 and Keiran page 51, they provide evidence of the potential opportunities that can be achieved.



## Case Study 12 – Guildcare, Ashdown Club

### Short Break Service Aims and Objectives

- Support children and young people with disabilities or complex needs, providing short breaks, which are fun and social, which contribute to each CYP development.
- Provide parents / carers opportunities for breaks from caring
- Provide siblings with opportunities to meet other siblings in sessions which are fun and social

### What change is your service seeking to achieve?

- Children / YP experience a wide range activities and experiences which develop their skills, self image and confidence, that CYP have fun and enjoy their sessions
- Parents / carers experience less stress, have a break from their caring role and can relax
- Siblings meet other children / YP who have brother and sisters with disabilities to build peer support, have fun and enjoy their sessions.

### Background

Simon started by attending Ashdown Siblings sessions as his sister attended the Ashdown Centre. When Simon was 14 years old he was diagnosed with Asperger's and then attended Ashdown Youth sessions.

While at school Simon experience bullying which made him feel 'small' and isolated. But while at school Simon undertook work experience in a special needs school, which he really enjoyed and helped him decide to go to Northbrook College and study child-care when he finished school. Simon obtained 2 qualifications on childcare at college and then went on to study Public Services gaining a further 2 qualifications.

When Simon turned 18 he started to attend the Ashdown Extra service for young people 18 years of age and above.

While studying on the Public Services course Simon and his classmates entered a national competition and won 1<sup>st</sup> prize for their presentation which subject was immigration law and the impact on public services.

Simon feels that:

"Ashdown has helped me with my social skills and confidence"

"When I first came to Ashdown I was being bullied at school which I found really stressful. Being at Ashdown made me feel more relaxed and able to be sociable without feeling small"

"Now I feel lucky, I've had a lot of support in getting ready for work and now have a job where I'm happy."

Simon has now attended Ashdown extra for 2 years and says:

"Ashdown Extra is my time out each week from work and home, to see friends and have social time."

### Employment Results

Once Simon finished college he then started applying for jobs, with support from his family and college Simon was shortlisted for two jobs. At that time Simon was unsuccessful in getting a job but the feedback was very positive saying that he was very close to being offered a position and recommending he get some more work experience.

Simon met with the Volunteer Co-ordinator at Guild Care to discuss volunteering options. Simon decided he would volunteer for two different services at Ashdown to work in the summer holiday service and the Green House (charity warehouse store). Simon was a reliable and much valued member of both teams and Simon gained valuable experience and skills.

## Case Study 13 – Scope 1:1 Support

### Short Break Service Aims and Objectives

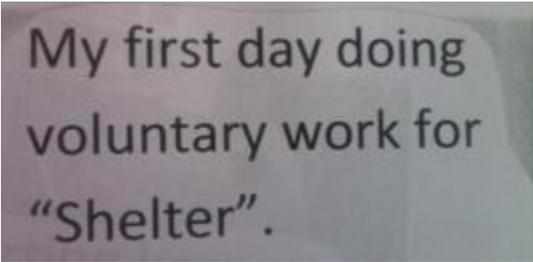
SCOPE's aim is provide support for CYP to engage in leisure and community based activities, or activities in the family home and local community. Support is planned and designed with CYP and their families for up to 3 hours per week.

### What change is your service seeking to achieve?

As a result of the short break SCOPE will support CYP to successfully access and enjoy a range of new and preferred activities, supporting improved self-esteem, social skills, confidence and relationships with their families from consistent and flexible support from trained staff.

#### Example 1:

CYP1 has a Carer through Scope. This allows him to play sport, volunteer at a charity shop and a community farm. His mother reported that this has helped her son with social interaction with other people, and activities he cannot access otherwise, he has been learning practical skills and she has reported to notice a real improvement in her son.... "He's growing up."



My first day doing  
voluntary work for  
"Shelter".

#### Example 2:

CYP4 – has Asperger's syndrome and Autism. CYP4's goal was to develop life skills and to encourage independence, to be at college and feel safe, mix with others and develop his English and maths skills. Scope have supported CYP4 to attend an interview at college and supported him to attend lessons for the first couple of weeks, which will help him to feel confident and safe at college, and help him to develop his maths and English skills.



## Case Study 14 – Horsham Reaching Higher

### Short Break Service Aims and Objectives

We will deliver at least 9 weekly term time high quality inclusive sports and arts activities for CYP with disabilities and their siblings to provide an informed choice. We will also deliver multisport day camps and sensory-based therapy days for children with more profound needs in school holidays. We will provide fully trained and experienced support workers to enable parents/carers to take a short break.

### What change is your service seeking to achieve?

To offer quality provision and care allowing disabled CYP and their siblings opportunities to access and take part together in a fully supported service in a variety of sports and arts of their choice. We offer a varied and diverse programme with clear established and supported exit routes that allow the CYP to progress into mainstream activities. We enable parents/carers to take a short break knowing their children's needs are fully catered for.

*"We feel that Callum has excelled with his learning of new skills. When he was young we were told that he would not be able to access many sports and he would never be able to ride a 2 wheeled bike but he has proved them all wrong. He continues to grow as a person and is continually achieving goals and setting new ones."*

*All the staff at the project are fantastic. He did a week's work experience last year and did lots of voluntary work during his summer holidays. He now works one day a week with the Leisure Link Team via a work experience placement through his college and he is getting fantastic support and encouragement which we as a family are extremely grateful for."*



*"Callum wants to pursue a career in sports coaching so we are trying to support him as much as we can to give him the opportunity to do work experience with us. We recently sent him on a sports leadership course to extend his knowledge about coaching sport and will look to expand this in the future."*

Horsham Reaching Higher Staff

### Background

Callum is 16 and has right-sided hemiplegia and epilepsy. He has been attending various Horsham Reaching Higher activities since he was 11. When he first started he struggled with confidence around new people. He started by attending tennis and cricket. He now attends Cricket, Wheelchair Basketball and Archery as well as two inclusive football clubs outside of the project. He was part of the Yankees baseball team and Horsham Junior Baseball club where his older brother was also a member.

### Work Experience

Callum has completed a week's work experience with Horsham District Council's Sports Development team who run the Reaching Higher project. He is doing a mix of office work as well as going out to different schools and sessions assisting the coaches in the delivery of a wide range of sports sessions and he is really enjoying being part of a team and feeling valued.

Despite being faced with challenges on a day to day basis, which someone of his age without his condition would not have to deal with, he continues to come to sessions and work experience with a very can do attitude and a smile on his face and is an inspiration to others.

## Case Study 16 – Albion in the Community

### Short Break Service Aims and Objectives

Albion in the Community aims to provide sporting opportunities to encourage disabled CYP to be active and engage in 'our Nations Game'.

We offer a variety of sessions including impairment specific opportunities to increase suitable provisions and choice to be active within a safe and controlled environment with qualified and experienced coaches.

### What change is your service seeking to achieve?

Using the Power of Sport to ensure equal opportunity and inclusion can help build the disabled CYP's everyday life skills such as turn taking and handling money.

Sessions help to break down communication barriers with the disabled CYP creating informal friendships. Wearing the club kit gives the sense of being part of a team with opportunities to compete.

### Background

Kieran went to a mainstream school and enjoyed running around and playing sport though he can sometimes be unsteady on his feet. Because of his disability he was often not included in PE.

At the age of 7 Kieran started playing football for Seagulls with Albion in the Community, some training sessions were tough for Kieran but he never complained, always trying his best and never gave up.

When Kieran finished school his mother asked if he could provide support at some AiTC sessions during the summer to stop him from getting bored.

Kieran and his family met with AiTC and discussed the option to enrol on the Certificate in Activity Leadership Apprenticeship that was offered through the Disability Department. Kieran joined the programme and was able to complete the course with flying colours.

After completing the 2-year apprenticeship, Kieran has also gained his Football Association Level 1 and Level 2 Coaching qualifications along with the Coaching Disabled Footballers course. Kieran has also successfully gained level 1 and 2 British Sign Language (BSL).

Kieran has become one of our most experienced wheelchair sportsmen at AiTC leading wheelchair Basketball and completing courses and supporting the Powerchair Football team.

*"After completing work experience with AiTC I realised I can do more than I thought. Every day (on the apprenticeship) was different. It was nice to be able to pass on my own experience."*

*At school I hated PE and never saw my future in sport. Thought I would be behind a desk doing graphic design."*



*"I have also been asked to attend the Regional Performance Centre this is at the bottom of the GB pathway for wheelchair basketball. All the experiences with AiTC have given me confidence to not only try and play sports but share my knowledge to teach others."*



## 4 Economic Impact

### Value for Money

All Short Break Providers were required to submit quarterly financial reports that show:

- Income including WSCC Contract funding received; parental contributions; other funding that supports the delivery of their Short Break Services.
- Value of any in-kind contributions such as gifts of equipment, premises or reduced costs of staffing.
- Value of volunteer contributions including the number of volunteers and total hours contributed. Some, but not all Providers submitted the financial value of their volunteer hours, the rates vary from £3.25 per hour to £14.10 per hour. We have used these figures to calculate the total value of volunteer hours. Where they did not provide a figure we have calculated the value at £14.13 per hour based on Volunteer England 's advice to use the average wage, which in 2014 according to the Office of National Statistics calculated was £14.13 per hour.

Providers were also required to submit Unit Cost analysis either using a very basic calculation of the total income divided by the number of Short Breaks delivered and a second calculation based on the number of Disabled Children and Young People supported per annum.

Alternatively, Providers could submit more accurate calculations based on their own accountancy methods or based on a Full Cost Recover calculator and methodology provided by the evaluators during the training sessions and circulated to all Providers. Where Providers did not submit the information requested, or in the format requested we have, where possible, used their financial data to calculate the information required.

### Added Benefits Value

The analysis undertaken for the Mid-Term evaluation included calculations of the value the Added Benefits Providers bring to Short Breaks delivery based on those elements of the way they work which are outside of the contract terms but are part of their ethos, quality standards and way of delivering services. This is sometimes described as social capital.

Reporting Added Benefit Values was not a requirement of all Providers. It was expected that those who have on-going relationships with Parent Carers or deliver their services in such a way that Parent Carers report additional benefits as a consequence of engaging in specific Short Breaks. Examples include:

- Providing health and well-being support eg someone to talk to, a shoulder to cry on, and emotional support in times of stress or crisis.
- Practical support – signposting, providing information, advice and guidance on other services, or regarding behaviour, sleep, communication techniques eg using their skills and expertise to enhance service delivery and respond to requests for support.
- Professional support is where staff write reports, attend social care, education or health meetings acting as advocates and supporters to Parent Carers.

In order that calculations were consistent Providers were requested to use research undertaken Personal Social Services Research Unit (PSSRU) which provides a wide range of nationally recognised costs of services in health and social care.

### Preventative Value

The majority of Providers were required to assess the level of preventative value of their services ie what are the potential savings to the public purse as a result of Short Break delivery.

Their calculations should be based on clear statistical evidence gained from contextual data and backed up by case studies and other feedback information in order to demonstrate that they are not over-claiming or making too many assumptions about the potential savings.

Workshops were provided in calculating preventative values as well as clear methods for calculation available to Providers via J B Eventus' website, and the Mid-Term evaluation report.

The financial calculations are entirely based on the information submitted by Providers. We have not sought to verify the data and the basis of their calculations. For the majority they did meet the standards required and we are satisfied that the calculations are reasonable and represent fair assessment of the potential Preventative Value of Short Break provision.

There were one or two calculations, which the evaluators felt, might be a little high. There was insufficient time and resources available to go back to these Providers to check out the basis of their assumptions. We have therefore taken them on good faith and accepted their evidence as presented and included their calculations in full. We do not feel that this in any way invalidates the figures presented here. Most Providers erred on the side of caution and under rather than over claimed.

## 4.1 Economic Impact – Value for Money (6 months)

### Unit Costs

For Value for Money we have looked at each of the 4 categories of Short Break Providers in order to provide comparisons across similar services. Of the 26 contracts information was provided for 21. Not all provided a full set of data as requested, how many did is detailed in the first box in each table.

Comparisons with national data show that the median cost of After School Clubs is £276 per session, and Weekend Clubs £317\*. This would appear to indicate that West Sussex providers are offering extremely good value for money compared to the national unit cost data.

1:1 Support and Buddy Scheme costs can be compared to the PSSRU report's cost of hourly sitting service. The Median cost has been calculated at £22\* per hour for home support ie £88 for a 4 hour session. Most of the West Sussex Short Break providers offer 3-4 hour sessions. Some providers are well within this cost but a few others are far exceeding this amount. It is difficult to compare since PSSRU report does not differentiate needs and 2 Short Break providers offer support to Disabled Children and Young People with life limiting/life threatening illness. Others are also providing 2:1 support where required.

No comparative data is available for Sports, Leisure and Recreation activities specifically but the evaluators feel comparisons can be made with the cost of General Groups at £386\* per session.

\*Comparative figures from PSSRU 2013, Unit Costs of Social Care and Health, Lesley Curtis.

### After School, Weekend and Holiday Clubs

4 out of 8 providers submitted full data sets	Unit cost of Short Break to WSCC	Unit cost of Short Break including other income	Difference between WSCC funding and actual cost per Short Break	Total Cost per DCYP for 6 months
Lowest	£11.11	£22.59	£7.17	£187.70
Highest	£82.30	£104.60	£22.20	£1,696.20
<b>Average</b>	<b>£50.51</b>	<b>£77.39</b>	<b>£26.88</b>	<b>£916.25</b>

### Buddy Schemes

4 out of 4 providers submitted full data sets	Unit cost of Short Break to WSCC	Unit cost of Short Break including other income	Difference between WSCC funding and actual cost per Short Break	Total Cost per DCYP for 6 months
Lowest	£30.07	£30.33	£0.26	£376.65
Highest	£348.84	£424.28	£75.54	£1,055.37
<b>Average</b>	<b>£161.26</b>	<b>£176.71</b>	<b>£15.45</b>	<b>£606.91</b>

### 1:1 Support

2 out of 5 providers submitted full data sets	Unit cost of Short Break to WSCC	Unit cost of Short Break including other income	Difference between WSCC funding and actual cost per Short Break	Total Cost per DCYP for 6 months
Lowest	£47.89	£59.46	£8.68	£656.65
Highest	£214.29	£214.29	£11.57	£813.15
<b>Average</b>	<b>£105.54</b>	<b>£110.69</b>	<b>£5.06</b>	<b>£734.90</b>

### Sport, Leisure, Recreation Activities

7 out of 9 providers submitted full data sets	Unit cost of Short Break to WSCC	Unit cost of Short Break including other income	Difference between WSCC funding and actual cost per Short Break	Total Cost per DCYP for 6 months
Lowest	£11.21	£16.24	£1.65	£78.71
Highest	£145.80	£175.30	£29.50	£717.00
<b>Average</b>	<b>£55.18</b>	<b>£65.20</b>	<b>£10.02</b>	<b>£354.24</b>

### Total All Providers

All Providers	Unit cost of Short Break to WSCC	Unit cost of Short Break including other income	Difference between WSCC funding and actual cost per Short Break	Total Cost per DCYP for 6 months
<b>Average Costs</b>	<b>£93.12</b>	<b>£107.47</b>	<b>£14.35</b>	<b>£653.07</b>

## Volunteer and other In-kind Value (6 months)



### After School, Weekend and Holiday Clubs

	In-Kind Value	In-Kind Organisation Contributions	Volunteer Value	Number of Volunteers	No of Volunteer Hours
<b>Average</b>	<b>£20,556</b>	<b>£90,481</b>	<b>£62,646</b>	<b>406</b>	<b>19253</b>

### Buddy Schemes

	In-Kind Value	In-Kind Organisation Contributions	Volunteer Value	Number of Volunteers	No of Volunteer Hours
<b>Average</b>	<b>£6,108</b>	<b>£10,455</b>	<b>£15,224</b>	<b>220</b>	<b>1059</b>

### 1:1 Support

	In-Kind Value	In-Kind Organisation Contributions	Volunteer Value	Number of Volunteers	No of Volunteer Hours
<b>Average</b>	<b>£136</b>	<b>£11,010</b>	<b>£4,992</b>	<b>3</b>	<b>208</b>

### Sport, Leisure, Recreation Activities

	In-Kind Value	In-Kind Organisation Contributions	Volunteer Value	Number of Volunteers	No of Volunteer Hours
<b>Average</b>	<b>£41,963</b>	<b>£62,285</b>	<b>£7873</b>	<b>31</b>	<b>542</b>

### Volunteer Value

Many Providers are charities which benefit from volunteers who provide time, skills and additional resources that enable Providers to offer more Short Breaks and/or more 1:1 support. Some Providers rely almost entirely on volunteers in order to deliver their services, for example Chanctonbury Community Playscheme, Springboard Project's volunteer Buddies, Chestnut Tree House Fun and Friendship volunteers, Fun and Breaks which matches volunteers to families to provide 1:1 support on a fortnightly basis.

13 Providers submitted details of their volunteer hours.

### Total All Providers

	In-Kind Value	In-Kind Organisation Contributions	Volunteer Value	Number of Volunteers	No of Volunteer Hours
<b>Totals</b>	<b>£68,763</b>	<b>£174,231</b>	<b>£90,735</b>	<b>660</b>	<b>21061</b>

### In – Kind Value

In addition to volunteer time organisations also benefit from in-kind contributions for example free tickets to events, premises or venues at reduced rates or free, professional services, or staffing.

14 Providers reported in-kind contributions.

### Organisation Contribution

3 Providers also stated that their organisations provide other support to the delivery of their Short Break contracts that do not form part of their financial submissions. For example, premises, governance, accountancy/finance support including fundraising, other overhead costs, senior management support and time.

## Total Value for Money

Table One

Service Area	WSCC Funding	Parental Contributions	Other Funding	In-Kind contributions	Value of Volunteers	Volunteer Hours
After School, Weekend and Holiday Clubs	£209,364.80	£63,301.00	£90,481.48	£20,555.86	£106,464.11	19,253 (6 of 7 providers)
Buddy Schemes	£133,600.35	£15,938.00	£10,455.00	£6108.00	£15,223.67	1059 (2 of 4 providers)
1:1 Support	£178,266.57	£20,019.34	£11,009.86	£136.00	£4992.00	208 (1 of 4 providers)
Sports, Leisure and Recreation	£113,080.03	£12,449.85	£62,285.00	£41,926.91	£7,873.05	542 (5 of 9 providers)
<b>Totals (6 months)</b>	<b>£634,311.75</b>	<b>£111,708.19</b>	<b>£174,231.34</b>	<b>£68,762.77</b>	<b>£194,734.83</b>	<b>21,061 hours</b>



Table One shows the level of other funding, volunteer time and in-kind support that Short Break providers draw down to support the delivery of Short Breaks.

Other funding includes fundraising, donations, and other income that supports Short Break delivery. Most of this additional funding is revenue to support delivery costs. Capital funding includes equipment needed to deliver the service for example Albion in the Community fundraised to purchase Powerchairs to enable Disabled Young People to participate in Powerchair football.

The table demonstrates that the small and medium sized charities that run the After School, Weekend, Holiday Clubs and Sports, Leisure and Recreation activities are most active in seeking additional funding and not being totally reliant on WSCC contract for service delivery.

Table 2 below shows the impact of this additional fundraising and how in total, including parental contributions, this funding exceeds the amount invested by WSCC.

Whilst this is a fantastic achievement by these providers the funding landscape is extremely pressured with more organisations seeking funding from the wide range of charitable trusts and funders such as the Big Lottery.

Over all providers WSCC benefits from an additional 87 pence of additional funding and resources for every £1 invested in Short Break delivery. After School, Weekend and Holiday Clubs and the Leisure and Sport Providers bring in excess of £1 for every £1 invested compared with the 1:1 Services and Buddy Schemes which is 20 pence and 36 pence Respectively.

Table Two

Service Area	WSCC Funding	Total Other Funding including volunteers and in-kind	For every £1 invested by WSCC Providers contribute additional funding and resources
After School, Weekend and Holiday Clubs	£209,364.80	£340,984.45	£1.63
Buddy Schemes	£133,600.35	£47,724.67	£0.36
1:1 Support	£178,266.57	£36,157.20	£0.20
Sports, Leisure and Recreation	£113,080.03	£124,570.81	£1.10
<b>Totals (6 months)</b>	<b>£634,311.75</b>	<b>£549,437.12</b>	<b>Average £0.87</b>

## 4.2 Economic Impact – Added Benefits Value (6 months)

Added Benefit in relation to Short Breaks for Disabled Children and Young People is defined in three ways:

### Health and Wellbeing Support

This relates to additional support provided, mostly to Parent Carers, over and above the delivery of the Short Break Service for example: responding to queries, listening, signposting to other services. This would be ad hoc and minimum time input eg 10-minute conversations before or after a Short Break.

3 Services provided evidence of Health and Wellbeing Support.

### Practical Support

This level of support would be over a longer period of time and probably to deal with a specific issue for example providing advice and support regarding behaviour management; provision of transport; signposting to specific professionals; and building coping strategies and resilience during times of stress or crisis.

14 Services provided evidence of Practical Support

### Professional Support

Some Providers get involved in a more hands on way when families are in crisis or need specific support for example writing reports for Education, Health or Social Care assessments; attending meetings such as School Reviews; providing advocacy or being there over a period of time to ensure a situation does not escalate into further crisis.

9 Services provided evidence of Professional Support.

### After School, Weekend and Holiday Clubs

Total Added Benefit	Health and Wellbeing Support	Practical Support	Professional Support	Other
£248,127	£8,350	£221,178	£16,039	£2,560

### Buddy Schemes

Total Added Benefit	Health and Wellbeing Support	Practical Support	Professional Support	Other
£166,408	£0	£88,502	£22,070	£55,836

### 1:1 Support

Total Added Benefit	Health and Wellbeing Support	Practical Support	Professional Support	Other
£54,595	£25,468	£12,542	£16,585	0

### Sport, Leisure, Recreation Activities

Total Added Benefit	Health and Wellbeing Support	Practical Support	Professional Support	Other
£15,916	£0	£4,542	£1,508	£5,324

### Total All Providers

Total Added Benefit	Health and Wellbeing Support	Practical Support	Professional Support	Other
£480,503	£33,818	£326,764	£56,201	£63,720

As can be seen from the tables above it is mostly the After School Clubs, Weekend and Holiday Schemes that have provided evidence of Added Benefits.

4 of the organisations included in this category also have second contracts in the other 3 categories. 10 Providers reported against all 4 Added Benefit categories. All of them are small to medium sized local charities demonstrating the

social capital they bring to the families and Disabled Children and Young People they support through the trust and on-going relationships they establish.

Added Value and Preventative Value calculations based on unit costs from PSSRU 2013, Unit Costs of Social Care and Health, Lesley Curtis.

*"The Kangaroos staff and volunteers have all been really nice over the few years my daughter has been attending. They are happy to help, bring bags, put wheelchairs in the car etc. They all make you feel welcome. Lorna who is in charge usually has a lot to deal with but will always listen to any problems etc."*

Parent Carer, Kangaroos

Over half our families, 55% have told us that their Children and Young People's behaviour would be worse without Kangaroos and they would need to seek advice or support from elsewhere.

Kangaroos

94% of families are less stressed because their son/daughter attends Kangaroos

*"Without the activities my son would have engaged in challenging behaviour due to not having a routine."*

Parent Carer, Kangaroos

10% of our families (6 families) have reduced their stress sufficiently to reduce their need to visit the GP and consequently need fewer prescriptions.

Springboard, Crawley Grasshopper

*"We'd go back to where we were before, I would suffer emotionally."*

Parent Carer, Springboard

*"I would be more stressed and Alfie would be losing out on social skills."*

Parent Carer, Springboard

If 1 family did not experience family breakdown and reduced their need for GP, counselling, and support worker that would save £930 to Health and Social Care Services

*"When Darcy attends the Ashdown Club it is quite simply respite care at its best. Darcy is happy and having fun and always looks forward to it. We totally relax whilst she is in their care, we can 'switch off' and recharge our batteries."*

Parent Carer, Ashdown club

50% of Guildcare's respondents to their survey rated support, information and advice as good or very high. They have calculated the cost of 1 hour support to 50% of their families plus 10 hours attending professional meetings at a cost of £1,989 Added Benefit per annum.

Guildcare, Ashdown Club

67% of parent carers reported the benefits to themselves as very high

*"A life Saver"*

Parent Carer Ashdown Club

## 4.3 Economic Impact – Preventative Value (6 Months)

### Total All Providers

Mental Health and Wellbeing	CAHMS	GP Visits And Prescriptions	Key Worker Support	Marriage Breakdown	Social Care Support Medium Need	Social Care Support High Need	Residential Care	Employment Benefits
5 contracts	1 contract	12 contracts	2 contracts	1 contract	1 contract	3 contracts	2 contracts	1 contract
£365,841	15,925	£61,026	£3,711	£3,082	£275,445	£667,174	£95,742	£2,982



Preventative Value is a calculation of the potential savings to other services eg Social Care, Health, Welfare Benefits.

Providers were asked to establish contextual statistical data to find out how many beneficiaries report improvements in areas such as improved health and therefore reduced use of GPs, or crisis prevention resulting in no need for CAHMS or Social Care Assessments. In addition to this statistical data they were required to submit case studies, based on the voice of Parent Carers demonstrating in more detail the impact supporting and evidencing the calculations of Preventative Value.

10 Providers, covering 14 contracts submitted evidence of Preventative Values, which are summarised in the table above.

As in previous sections the majority of reporting is from the small to medium sized charities.

Some of the more significant contracts and larger Providers have recorded the least amount of preventative value or have not submitted any data at all. The Sport, Leisure and Recreation Providers were not expected to be able to report on Preventative Values given the nature of their work, the size of the contracts and that much of their provision is through fun days where

they do not have the opportunity to build up long-term relationships with Parent Carers and Disabled Children and Young People.

3 Sport, Leisure and Recreation Providers that did submit data also have second contracts against which they submitted separate figures. The third is the smallest organisation WSCC contracts with to deliver Short Breaks.

When analysing Preventative Value we have looked at the percentage of service users that the figures are based on to ensure that the claims are realistic.

Most of the figures are based on between 2% and 25% of the total number of beneficiaries of the individual organisation.

4 Providers have used greater percentages ranging from 50% to 100% in one case. It appears that these larger percentages are based on the evidence from the total number of families surveyed or the total sample size used for their calculations.

Compared to the level of Preventative Value reported in the Mid-Term evaluation against preventative value the evaluators feel that the Preventative Values reported are realistic.

## 5 Environmental Impact

**£620  
saved due  
to reduced  
mileage**

**78,400g  
Co2 emission  
reduced**

Reporting Environmental Impact was optional for Short Break providers, however, 9 did include outcomes that they stated they would measure and report against in their evaluation reports.

Only 1 Provider, Guildcare actually provided any information against Environmental Impact.

Their targets were to:

- Reduce use of transport mileage
- Increase recycling by 25% during a full year
- Teaching Disabled Children and Young People who attend Ashdown Club to be more environmentally friendly.

Average cost per mile £25 based on comparisons from [www.fleetnews.com](http://www.fleetnews.com)  
CO2 emission calculated using [www.nexgreencar.com](http://www.nexgreencar.com) for Ford Transit Minibus 2.2ltr 196g Co2 per km

Since April 2014 the Ashdown Centre has worked to not only be more environmentally friendly but also educate and involve the CYP who attend to be aware and participate.

Ashdown Club believe that probably the largest impact the service can have is to educate our Disabled Children and Young People to be environmentally friendly in their day-to-day lives, this should then result in environment benefits over their lifetime.

The two areas we selected to start this initiative were transport and recycling.

With transport we planned our services so when we used the mini-bus on outings our mileage was kept to a minimum. We have calculated that we saved 248 miles over this period (6 months) by better journey scheduling and where appropriate walking in groups on outings (the Ashdown Centre is in easy reach of Worthing Town Centre and the seafront). Walking also had added health benefits.

Within our centre is a set of recycling bins and we supported our Disabled Children and Young People to understand what could be recycled and which was the appropriate bin. This has been established in a short space of time and in most cases fits in with approaches taken at home and school.

This example shows the impact that can be achieved with very simple steps through better planning and building good practice into activities. Measuring Environmental Impact can be a complicated process but it is clear that going forward this should be achievable for most organisations whatever their size.



## 6 Conclusion

2014/2015 is the final year of the 26 3 year contracts awarded to the 21 Short Break Providers. WSCC have extended these contracts for a further year until 31 March 2016 and during this fourth year Providers will have to re-tender to continue to provide Short Break services.

WSCC have said that they:

1. Want to ensure that children and young people have access to a wide range of short break services that includes universal and specialist services.
2. Will be looking to commission some countywide services, alongside local provision.
3. Want Providers to work together more collaboratively to enhance the offer to families using short break services and possibly reduce the number of small contracts.
4. Want to commission good quality, value for money provision that is outcome focused and grow and develop the current provision.

The pressure on public sector budgets; the need to do more for less; and at the same time to provide high quality, cost effective outcome focussed services is well known and experienced across most public sector services. From the above 4 statements it is clear that going forward Short Break Providers will need to demonstrate how they can meet these demands and what sometimes may feel like conflicting pressures.

The evaluators therefore felt it important to link the conclusion to these 4 commissioning intentions.

### 1 Want to ensure that children and young people have access to a wide range of short break services that includes universal and specialist services.

The majority of Short Break contracts are for specialist services for Disabled Children and Young People. Even the Leisure Centres, who are themselves universal Providers, are currently funded to deliver specialist activities eg disability specific swimming, rebound therapy, clubs and fun days/taster days.

What is clear from this evaluation and the reports submitted by the Short Break Providers is that there is more demand for their services than they can meet. Many have waiting lists or have had to ration how they allocate activities.

From the Mid-Term evaluation it is clear that the current range of Providers only have capacity to support about 25% of eligible Disabled Children and Young People across West Sussex.

To increase capacity and reduce costs will present significant challenge for all Short Break Providers and the consequence may be a loss in quality and social value outcomes.

### 2. Will be looking to commission some countywide services, alongside local provision.

Currently there is a mix of county-wide Providers as well as local.

The evidence, quotes and case studies demonstrate the value Parent Carers and Disabled Children and Young People Place on local provision. The trust and sense of safety built up over time with families is clearly highly valued and enables service Providers to offer additional support from informal meeting of other parents and sharing information to more specific practical and professional support as detailed in the Added Benefits and Preventative Value sections of this report.

The major part of the Additional Benefits and Preventative Values were reported by the small and medium sized local charitable Providers. Only 1 of the 1:1 support Providers offered any outcome data in relation to preventative values totalling £732 from the smallest contract in this category. This category also has the County Wide Providers, with the largest value contracts working with the largest numbers of Disabled Children and Young People.

The Mid-Term evaluation demonstrated that there were some areas in the county where there was less Short Break provision. It also highlighted some of the challenges the County Wide Providers had with recruitment in some parts of the county and keeping travel and other costs to a minimum.



### **3. Want Providers to work together more collaboratively to enhance the offer to families using short break services and possibly reduce the number of small contracts.**

There has been a drive from the public sector in recent years to reduce its costs including administrative costs by reducing the number of contracts they award. Issuing commissioning prospectus and awarding contracts to consortiums or to prime contractors who then sub-contract to other organisation, or formal joint bidding partnerships are the most common approaches.

Case studies of existing consortia show that it can take up to 3 years to develop successful consortia arrangements. They can be effective ways of strategically managing a number of contracts; reducing overhead costs and achieving other economies of scale. The Government's Guidance (2008 Working in a Consortium) stated that 'it takes time, effort and resources to get a consortium up and running'.

With the intention to re-commission during this financial year it is likely that within the timescales available joint bidding partnerships are the most realistic option open to Short Break Providers who wish to take part in re-tendering.

This approach transfers risk and contract management from the commissioner to the lead provider and alongside this are the consequent risks and financial costs for the lead Provider which would need to be taken account in their management costs when re-tendering. Any provider taking on this role will need to be mindful of the potential risks and ensure they have the financial capacity, internal infrastructure and that trustees/directors of all organisations taking part in joint bidding are in full agreement as well as ensuring this fits with their organisational governing documents. There are contractual and legal issues that Providers need to consider.

There are obvious links across the 4 Short Break categories as well as between categories creating the potential for collaboration, joint bidding and enhancing the offer to families.

Evidence from this evaluation suggests that there are some areas that could benefit from a joined up approach across the County for example:

#### **Sport and Leisure activities**

Increasing access to physical activities and sport is known to have much wider benefits. At the same time it is also known that disabled people take part in physical activities significantly less than the rest of the population. Currently, there are a number of Providers working towards encouraging greater access, inclusion and participation. There are other existing programmes such as Active Sussex supporting increased participation. A more strategic County Wide approach to disability sport could enhance the offer to families and create a more coherent landscape, as well as pathways from grassroots engagement to competitive sport.

#### **1:1 Support and Buddy Schemes**

Working together collaboratively could ensure clearer information and access to support. A single point of contact could be developed to ensure families only had to make one call and be referred to the most appropriate provider who could meet their needs and/or had capacity in their area. This could also ensure there was a more consistent level of support across the county. Some Providers offer other support to families which enhance their offer, for example Family Support Groups, Youth Clubs, specialist advice and information. These services provide valuable added benefits to families.

### **After School Clubs, Weekend and Holiday Schemes**

Most of the organisations in this category are small to medium sized charities that provide services in a specific geographical location. Some are impairment specific whilst others are not. Some offer services through to adults whilst others are up to 18/19 years.

It is clear from this evaluation that one of the key strengths of these services is their connection with their locality and community. Many of these smaller charities are also user led which gives them additional credibility with families of disabled children and other funders.

Any joint bidding should ensure that this is recognised and not lost. Some benefits could accrue from sharing knowledge, skills, training, recruitment, common outcomes monitoring and evaluation framework and even joint bidding for additional funds.

#### **Outputs**

Increasing the level of provision may be a significant challenge for most current Providers of Short Breaks as they are already working to full capacity.

In order to support Providers work towards meeting the commissioning intentions sufficient time to plan for joint bidding and developing collaborations will support all parties particularly families with Disabled Children and Young People.

#### 4. Want to commission good quality, value for money provision that is outcome focused and grow and develop the current provision.

This evaluation has specifically looked at quality, value for money and outcomes. The results are summarised below.

##### Quality

When looking at quality we sought to identify compliance with good practice such as risk assessments, safeguarding, and other relevant policies and procedures; staff training and development and compliance with registrations and achieving quality standards.

5 Providers did not submit any information in relation to quality standards. This does not mean they do not comply. The regular contract reviews focus in more detail on quality and contract compliance. The scope of this evaluation has not included an interrogation of the contract review documentation.

Of those that did provide information it is clear that the smaller providers have concentrated more on achieving recognised quality standards such as the PACT Award, PQASSO (a quality assurance framework for small to medium sized charities) and SQP (Simple Quality Protects). The larger providers especially the 1:1 providers should be registered with CQC or Ofsted. Only 2 provided any relevant information.

11 organisations provided evidence of basic training in Health and Safety, Child Protection etc. 7 provided evidence of on-going training and development to enhance the quality of their service delivery.

##### Value for Money

Section 4 of this evaluation demonstrates Value for Money by looking at:

-  Unit costs
-  Additional resources brought in to support delivery
-  Volunteer support and value
-  Added Benefit Value
-  Preventative Value.

These elements combine to demonstrate the economic benefit and value for money that can be achieved by Short Break providers.

The Added Benefit Value and Preventative Value is closely linked to good outcome monitoring and measuring the social impact of services. These two measures are important in that they also demonstrate how much Short Breaks contribute to Early Intervention and Prevention models of delivery.

What is clear is that those providers who have embedded person centred approaches, strong focus on outcomes and robust data collection methods to measure journey travelled, and the difference made for individuals and all families and Disabled Children and Young People supported have been most able to evidence economic values.

The small and medium sized charities also demonstrate the value they bring in terms of additional funding and use of volunteers to the delivery of Short Breaks.

##### Outcomes

This evaluation report has been based on the individual reports submitted by Short Break providers. As expected there is a mixture of good quality outcome reporting and not so good quality. Only a handful have measured the journey travelled for individual Disabled Children and Young People and these were therefore able to evidence the outcomes achieved more effectively.

Many found the Social Value reporting challenging and this is reflected in the quality of their reports. However, compared to the start of the contracts the majority have come a long way and are providing more meaningful outcome focussed reporting.

This approach of providing a broad framework against which providers set their own outcomes works where the providers are clear about their aims and objectives, the change they are seeking to achieve and internally have the skills and commitment to collecting the relevant data, as well as building it in to their day-to-day delivery.

The recent Government Review of the Social Value Act, recommends that commissioners should be mindful of:

- asking an open ended social value question (as they might have done previously in Pre-Qualification Questionnaires), which requires bidders to pull together all the information they have on social value
- asking for outcomes that are not relevant to what the bidders do as part of their core business and/or not proportionate to what they could provide (good pre-market engagement with bidders can help commissioners to avoid this)
- not being clear enough about how they would like to see social value articulated in bids - taking the time out to measure social value can be harder for smaller organisations with less capacity and so it is important they are able to get it right first time.

The majority of Short Break providers demonstrated that they can effectively report on Social Value and 5 exceeded expectations in this regard. Those that provided the most robust reports were the small to medium charities. The evaluators would like to thank all Short Break Providers for their hard work which helped to make the completion of this report a rewarding experience.

