

Short breaks strategy for children consultation report

August 2018

Shorts breaks strategy for children consultation report

Summary

A six week consultation was held between 29 June and 10 August 2018.

The consultation method used was a survey of children and young people with disabilities their parents carers and people working or volunteering in support roles (see page 7). People were informed of the consultation via email, letter, social media and drop-in sessions and partners (see page 8). The Children's Disability Participation Worker held separate sessions with children and young people (see Appendix 8)

In total 71 took part in the survey. The sample was non-random and not representative of the population. However there was a good geographical spread across 19 post code areas and responses were received from a wide range of age groups and ethnicities (see Appendix 7).

People were asked how important they felt each of the strategy's principles were. Their answers were weighted from '2' to '-2' to help identify any differences between levels of importance (see Appendix 5).

There was broad support for all of the principles or approaches as listed in the strategy. An average weighted score of one or more indicated clear support for the principle or approach (see page 12). The approaches that scored highest were '*support for carers*' (1.80), '*range of short breaks*' (1.77) and '*qualified and skilled to deliver short break services*' (1.75). This was also reflected in comments (see page 16).

Although there was broad support for the approaches 160 individual comments were received about them (an average of 18 per approach). Though 39 of these were critical of the approach and 40 had concerns or reservations – overall the comments were supportive of the approaches (86). There was no clear link between the number of critical comments and the average weighted score for each approach (see pages 16).

We asked people if there was anything else they would like to say about taking a new approach to short breaks for children and young people with disabilities and received multiple comments from 20 people (see page 20). These too were coded to quantify the type and number of comments received (see Appendix 1).

A total of 31 comments were critical or concerned about parts of the approach and 13 were in support of the approaches. Comments strongly emphasised how vital short breaks were in sustaining the caring and family relationship. They also highlighted the role short breaks play in developing independence and learning new skills to the disabled child or young person.

In total 56 disabled children and young people told us how important aspects of the strategy was to them. They felt they would benefit from everything an outcomes based approach to short breaks could offer (as listed in the strategy) – but valued making friends the most.

The consultation was successful in quantifying the level of support for the principles as listed in the strategy among those who participated. It was also successful in helping us to understand more fully how the people who took part feel about short breaks and what is important to them (see page 20).

It is recommended that sufficient emphasis is given to carer roles within the strategy and this is related to how short breaks help sustain both caring and family relationships – especially those with siblings. Also:

- More needs to be done to ensure parents know about what current and future short breaks are available and how to access them.
- The next stage of consultation should take into account what range of activities are required to meet need.
- The *'trying new things and being innovative'* principle should be more clearly positioned in future consultation and communications. This would include providing evidence about how this enables people to achieve positive outcomes. As well as how it sits with other approaches that parents seemed to regard as more important.
- Provide more clarity on what the new approach actually is and what it means to individuals using or wishing to use short break services. This is in relation to parents fearing services or their access to them will be reduced.

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Short breaks strategy for children consultation report

1. About short breaks

Buckinghamshire County Council recognises and values the huge contribution that short breaks can make for parents, carers and their children.

Parents and carers provide most of the care in our communities and without them our NHS and Social Services would probably not be able to cope. We know that many parents and carers need to have a break from their caring so that they can work, keep in touch with family and friends, have time for their own interests, or simply to recharge their batteries.

We want to provide a short break service that can help children and young people with disabilities in Buckinghamshire to live more independent lives, as well as support parents and carers with their caring responsibilities

Types of short breaks

Short breaks (respite) are for people who are normally cared for in their own home by a family member or friend who is not paid for their caring tasks.

For children they help develop independence and can boost physical and emotional health, for adults they help create independence and allow them to learn new skills.

Broadly speaking there are three types of short breaks or respite:

- Universal

These are available through resources in the local community that anyone can access. They include activities at leisure centres, community centres, uniformed groups, faith groups and voluntary organisations, cinemas, theatres, sports clubs, or even general access council services

- Targeted

These are specific activities for disabled children to which families can self-refer. These services may be provided in the evenings, weekends and school holidays. They are for disabled children and young people, as defined by the Disability Discrimination Act 2010 who cannot access universal services without needing additional support .

- Specialist

These are daytime or overnight services, or a service paid for by direct payment that is designed to meet a specific need following a social care assessment (Child and Families Assessment) of an individual child and their carers

Why we are consulting

We believe that the people who use our services should be involved in designing them. From previous engagement with service users and their families we know that we need to change how we approach short breaks. The first stage is to shape a strategy that sets out a vision for how short breaks can help children and young people to live more independent lives and support carers with their caring responsibilities. We are doing this collaboratively with parents, carers, children and young people and other residents.

2. Aims of the consultation

We want to make sure access to short breaks is fair and services can meet current and future need, as such we have developed a new draft strategy for children and young people's short breaks. The aim of the consultation is to find out what people think about a new approach to short breaks – as outlined in the 'Buckinghamshire Children's Short Breaks DRAFT Strategy 2018-2022'.

In this consultation we are not asking about specific ways of delivering short breaks services, this will be part of the second stage of engagement and consultation later in 2018. We are asking how we should approach short breaks in the future and doing this by:

- quantifying the level of support for the 9 principles or approaches listed in the draft strategy
- finding out were there any areas or concerns which they felt we had not addressed
- understanding more fully how people feel about short breaks and what is really important to them

3. Consultation methodology

3.1 Method

A six week consultation was held between Friday 29 June 2018 and Friday the 10 August 2018.

A quantitative survey method was chosen. This allowed for a large number of individual respondents and a geographical spread across Buckinghamshire. It also provides flexibility in data collection (online and hard copy questionnaire) as well as a range of delivery methods such as email and social media links (Appendix 6).

Qualitative data to supplement and give further understanding to the survey responses was collected via optional comments sections – and coded (see Appendices 1 and 5).

The survey was offered in alternative formats.

3.2 Sample

The sample used was non-random and non-representative. Taken from a population of children and young people with disabilities their parents, carers and people who work or volunteer in services that support them.

While this approach had the advantage of having a wide reach and allowing anyone who wished to participate – it cannot be seen as statistically representative of the population.

3.3 How people found out about the consultation

Several methods were used to ensure as many people as possible heard about the consultation and were able to take part:

- Letters were sent to 450 parents/carers of children and young people with disabilities known to be using services (Appendix 3).
- Drop-in sessions were held at three venues across the county and Children's Services staff also attended Adult Social Care drop-in sessions - in particular to focus on transitions (Appendix 4).
- Children's Disability Participation Worker ran five engagement sessions with disabled children and young people
- News release to local media, MPs, councillors and Parish Councils (Appendix 2)
- MyBucks newsletter
- Briefing to members
- Facebook and Twitter campaigns (at the start of the consultation, mid-way and a week before the consultation was due to end – as well as live coverage from drop-in sessions)
- Information on the council website including 'have your say' pages
- Through partner organisations including FACT

4. Findings

4.1 Who took part in the consultation?

We wanted people to feel that they could be open and honest with their answers. As such we did not ask for personal information that could identify them. Instead we asked them to tell us about their connection to short breaks for children and young people. In total 71 people took the survey (65 online and 6 using paper copies) Charts 1 – 4 show that:

- Of the 71 people who took part almost half (49%) were parents or carers of a child or young person with disabilities. The second biggest group to take part were people who volunteer or work in organisations that support children and young people with disabilities (30%).
- 1 (19%) child or young person with a disability took part (separate engagement was done with children and children and young people – see Appendix 8)
- 29 (41%) currently used short break services – and 16 (23%) said they did not access short break services.
- Only 4 (6%) people said that they used organised activities open to everyone. While 9 (13%) said they used residential short breaks, a further 21 (30%) said they used organised activities specifically for children and young people with disabilities.
- 23 (32%) said that their short breaks were funded by Buckinghamshire County Council and 19 (27%) said that they were ‘self-funded’.

Chart 1: Connection to short breaks for children and young people (July-August 2018)

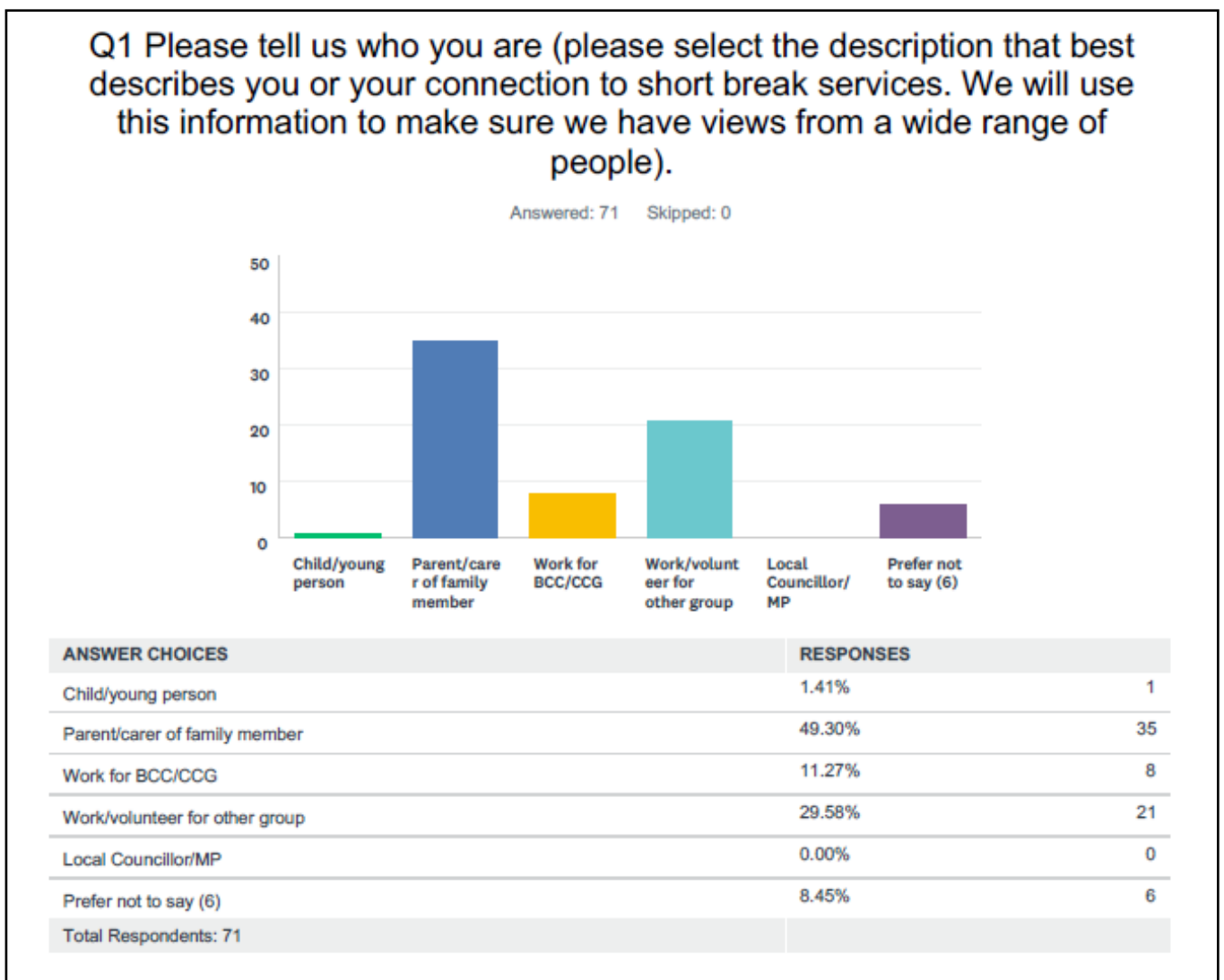


Chart 2: Access to short break support (July-August 2018)

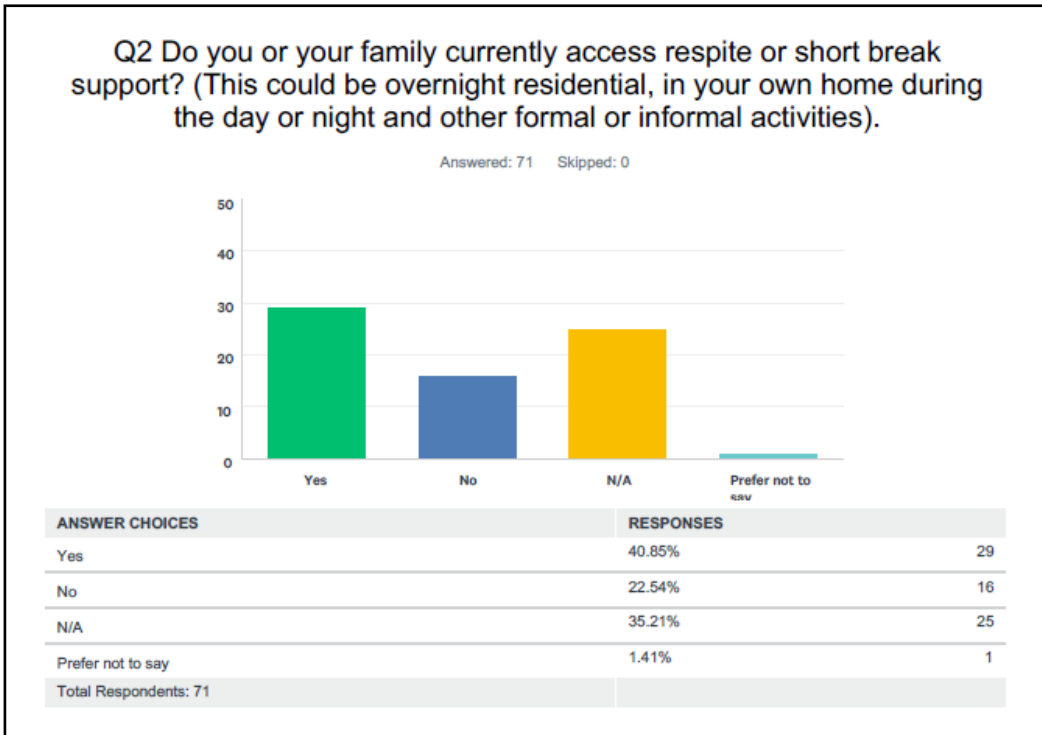


Chart 3: Type of short break support used (July-August 2018)

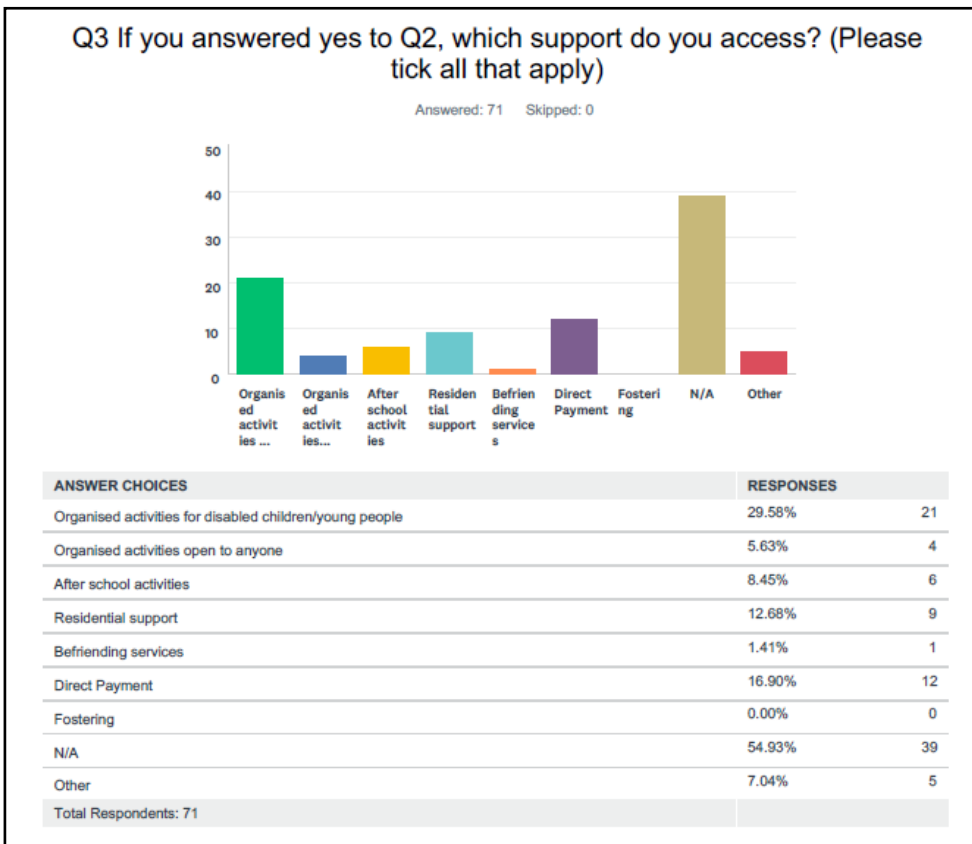
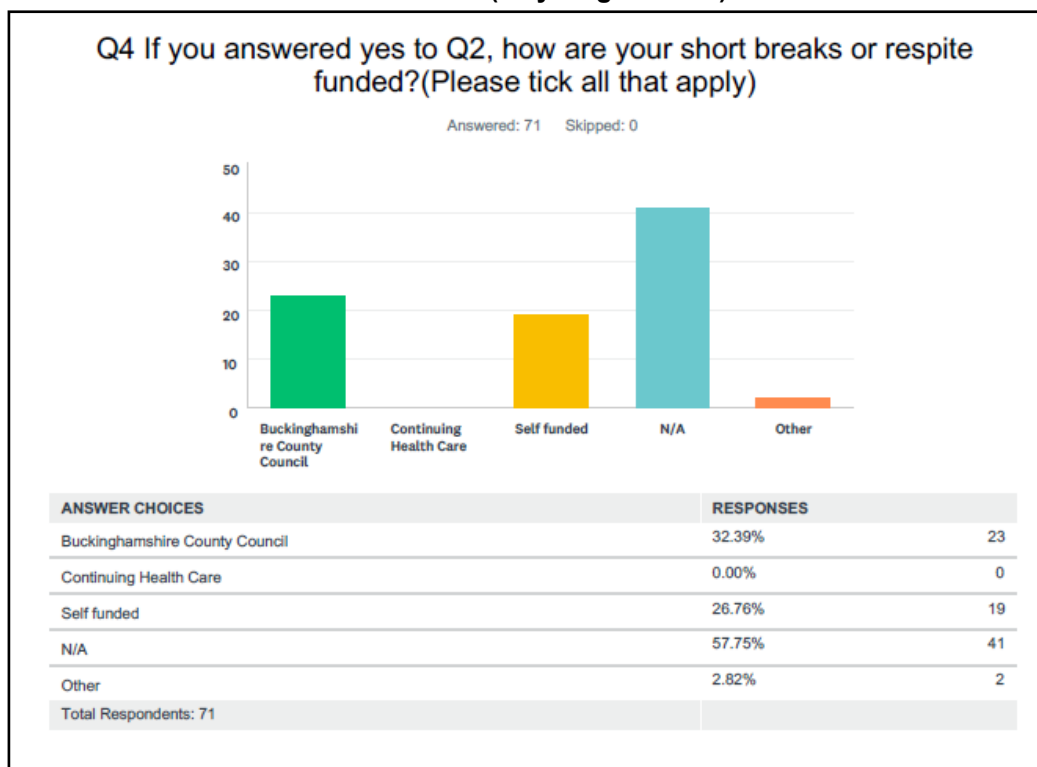


Chart 4: How short breaks are funded (July-August 2018)



4.2 About the people who took part in the consultation

We asked people to tell us about themselves to see who we had been able to reach (Appendix 7):

- Most people who took part 51 (81%) described themselves as female and 9 (14%) as male. The high level of female participants could reflect a gender bias in terms of primary caring responsibilities.
- Overall 83% of people who took part described themselves as 'white'. (The 2011 census shows that 85% of people in Buckinghamshire are 'white' and 15% 'non-white').
- The highest number of people who took part in the survey were of working age – with 79% being aged 35 years to 54 years.
- Respondents who gave their post code (38) came from 19 different postcode areas including HP, SL, LU, UB, MK and OX prefixes.
- There were between 1 and 7 responses per postcode with the largest number of responses coming from HP13 (15%), HP18 (10%), HP22(8%) and LU7 (8%)
- Most people found out about the consultation via; email 31 (49%), Facebook 12 (19%), letter 9 (14%) and the council's website 7(11%)
- The least mentioned methods of finding out about the consultation were Twitter (0%), other websites 1 (2%) and local groups 6 (10%)

Although not representative of the population the above suggests that the 71 people who completed the survey represented a range of ages, ethnicities and geographical areas.

4.3 What people thought about the approach to short breaks

We wanted to know what people thought about a new approach to short breaks. The draft strategy uses nine principles or approaches to show what areas are the most important in guiding future short break services. We asked people how important these were to them.

To ensure we could understand how important each of the principles were we gave each answer a score or weighting. This meant less supportive answers had the same impact as supportive ones (see Appendix 5).

This means that an average score of '1' or over is supportive of the approach, with '2' being in complete support (very important). While an average score of less than '1' indicating less support. A score of '-2' would mean there is no support for the approach at all (not at all important).

Charts 5 -13 show the responses given for each of the approaches and highlight that:

There was some variation in scoring with 'Support carers with their caring responsibilities' rated the highest (1.80) closely followed by 'provide a range of short breaks in line with the varying needs of carers and children' (1.77). The lowest scoring approach was 'encourage people to try new things and be innovative' (1.09) followed by 'improve quality and achieve value for money' (1.37).

Chart 5: Approach #1 - develop independence and learn new skills

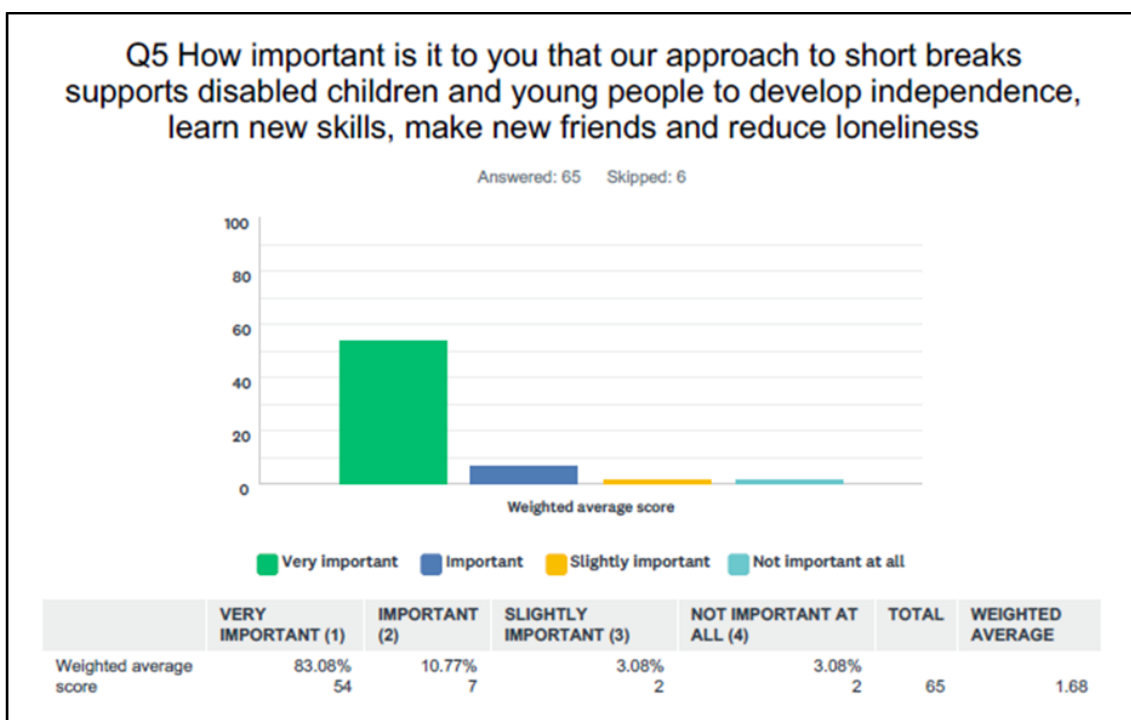


Chart 6: Approach #2 – support carers (July-August 2018)

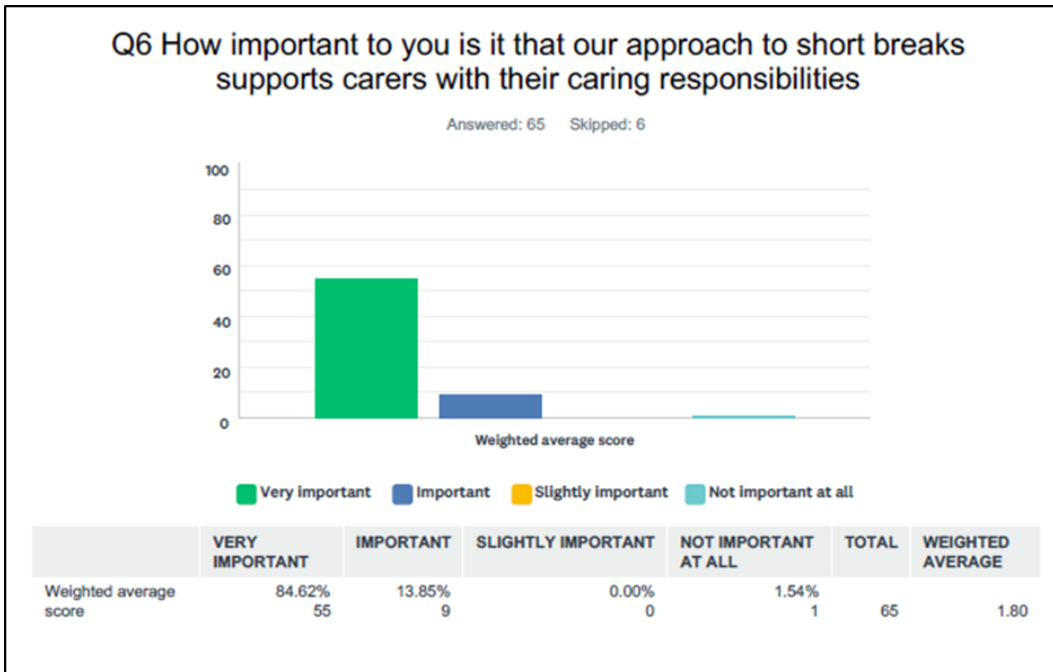


Chart 7: Approach #3 – involve with decision

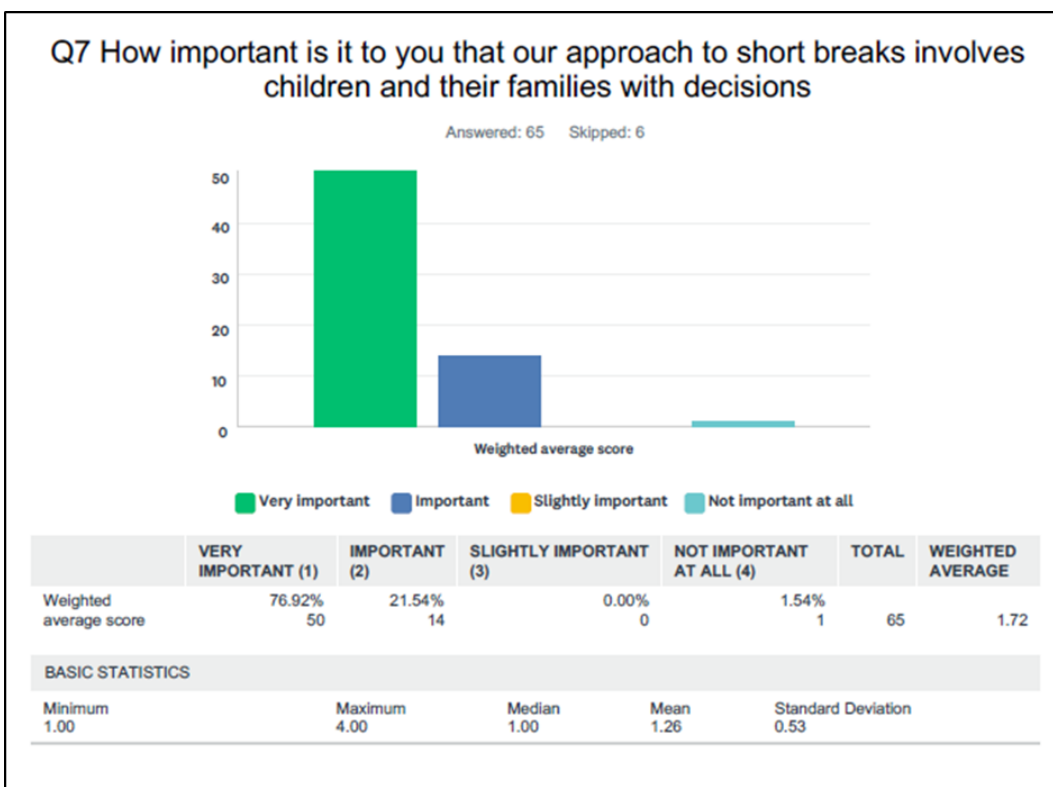


Chart 8: Approach #4 – qualified and skilled to deliver short break

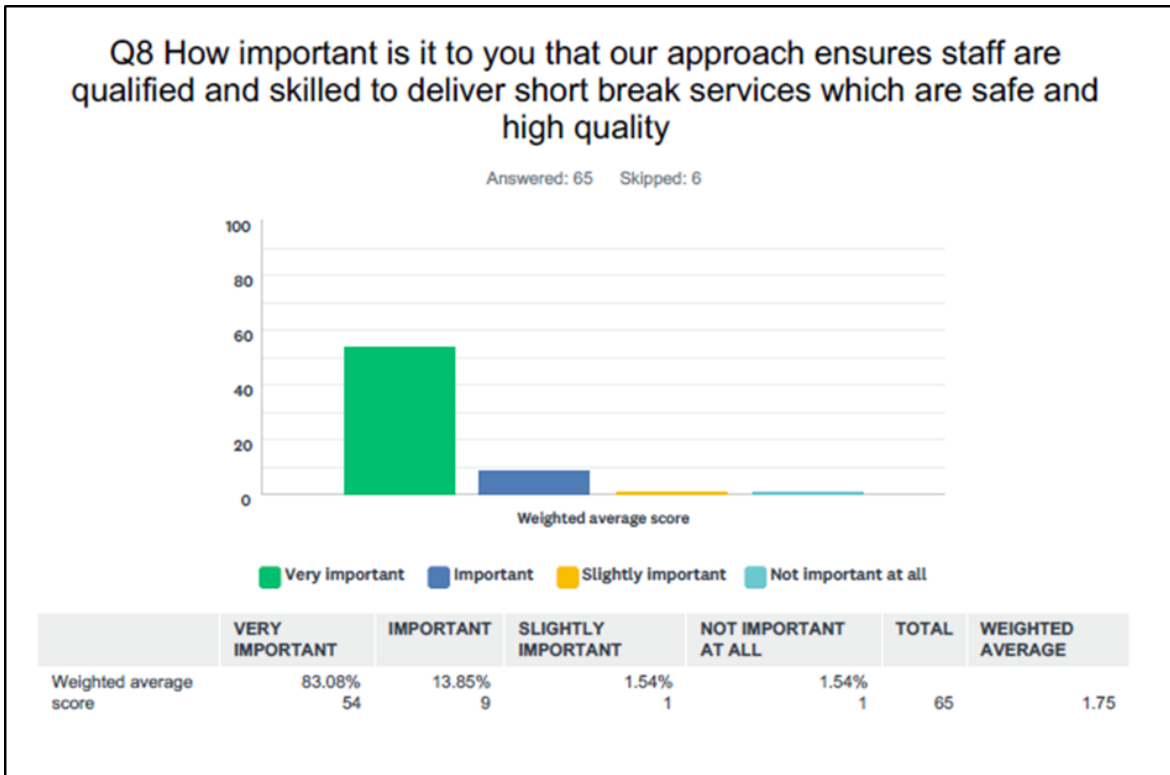


Chart 9: Approach #5 – range of short breaks

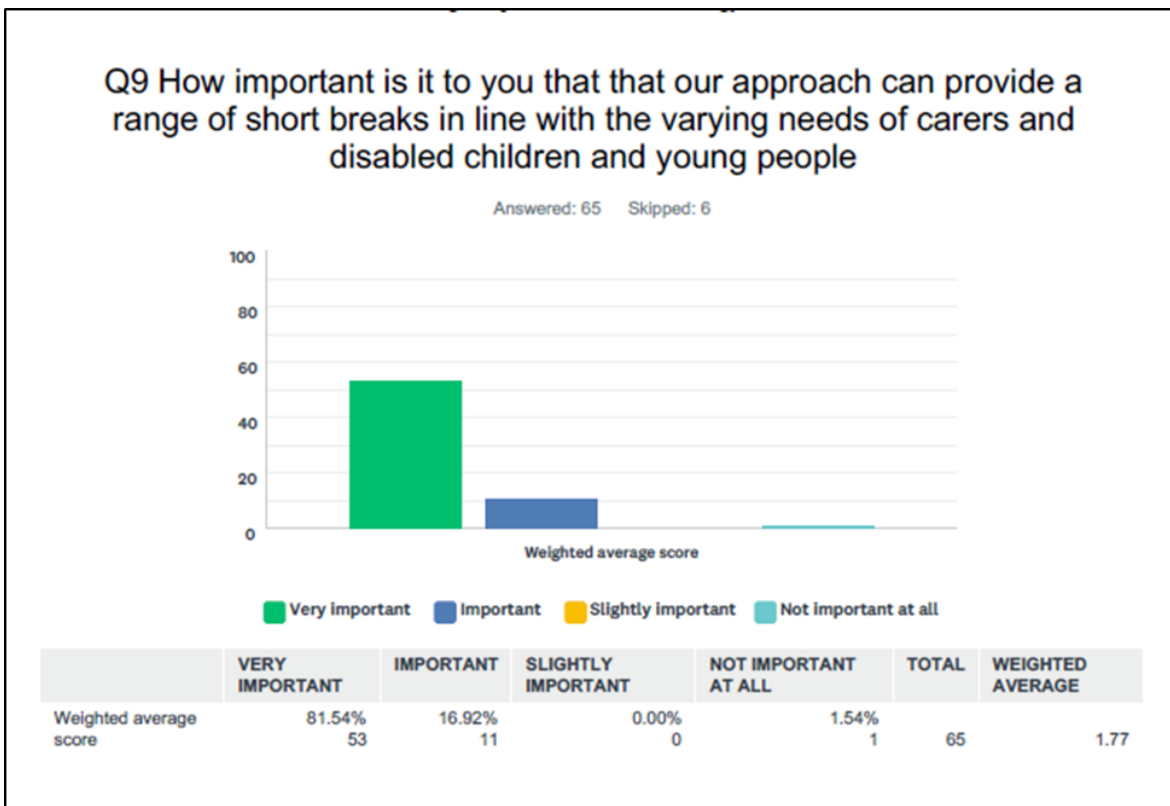


Chart 10: Approach #6 – right mix and balance of support

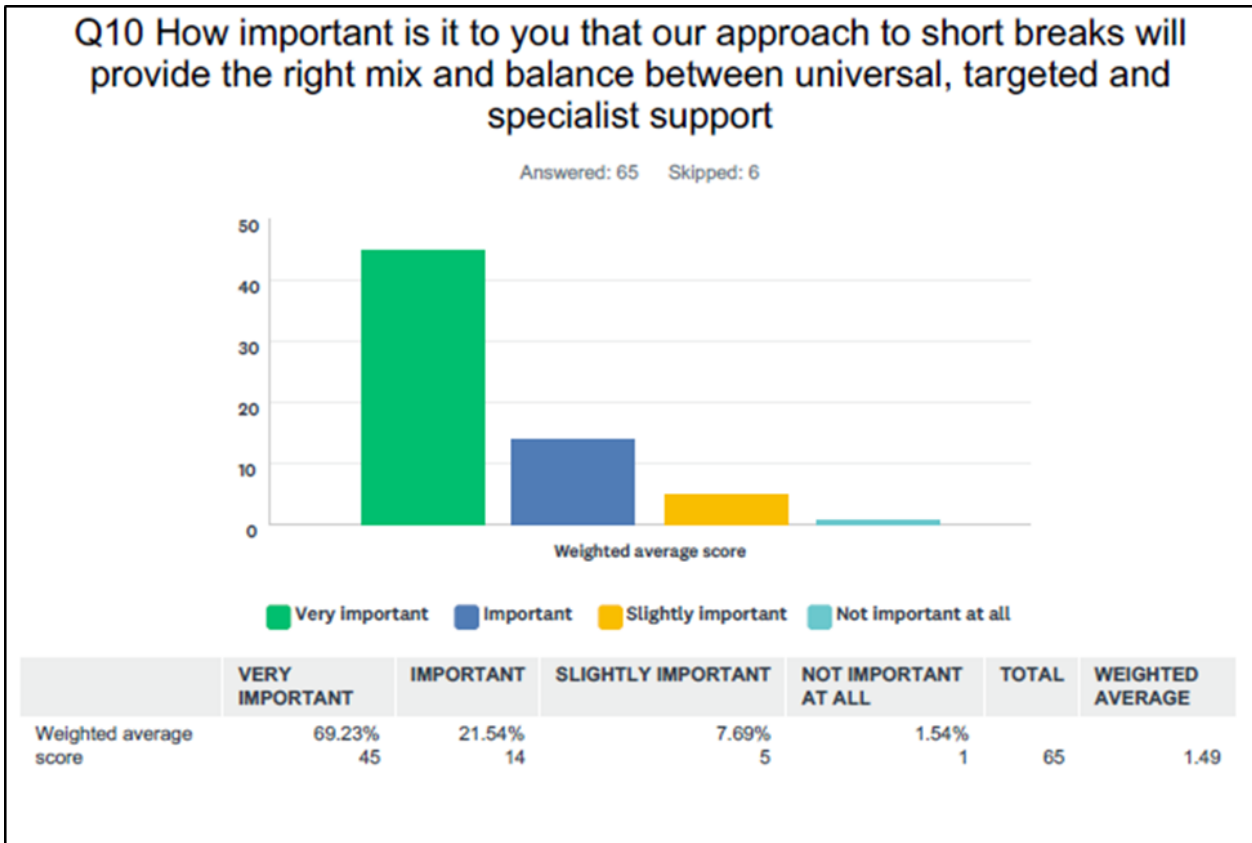


Chart 11: Approach #7 – fair and priority for those who most need it

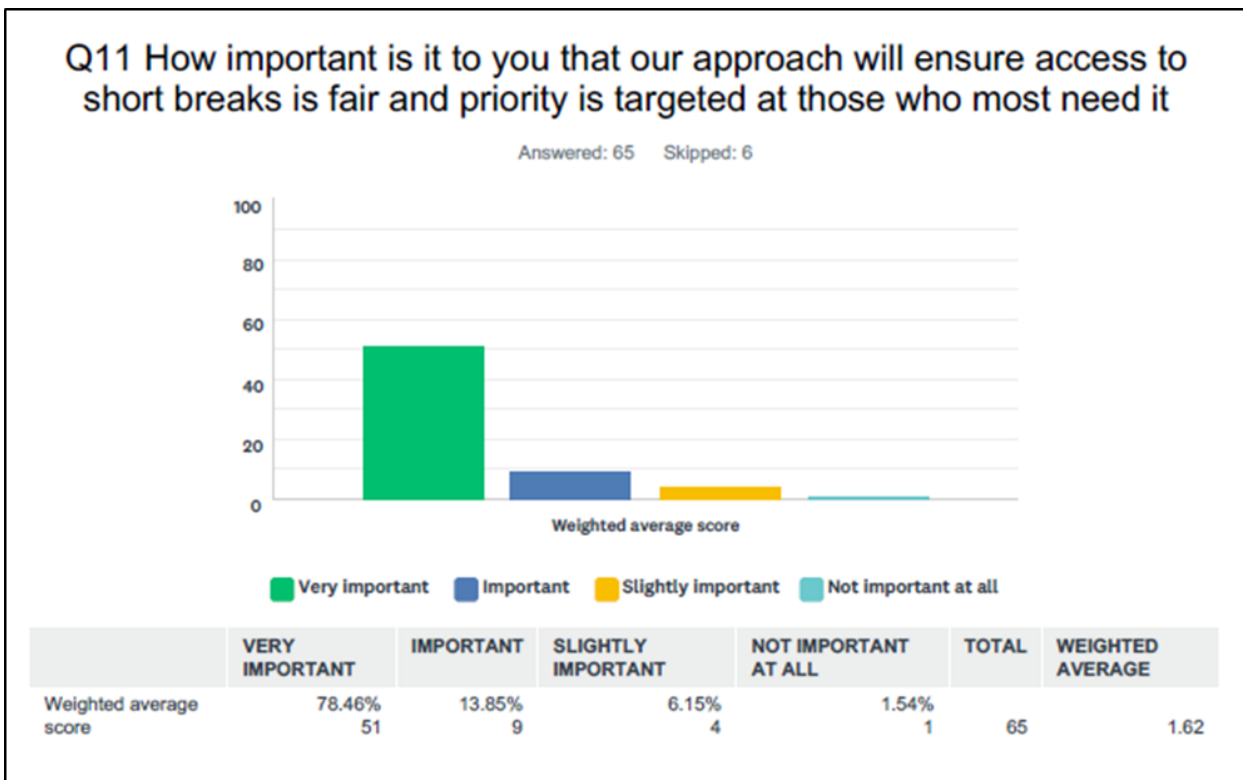


Chart 12: Approach #8 – try new things and be innovative

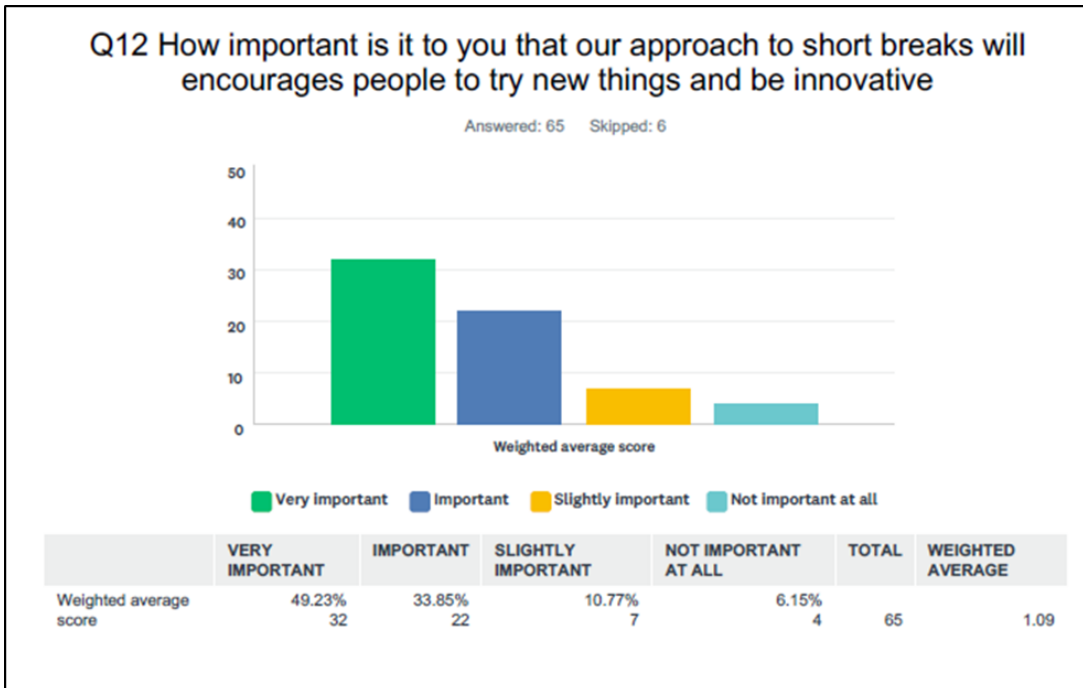
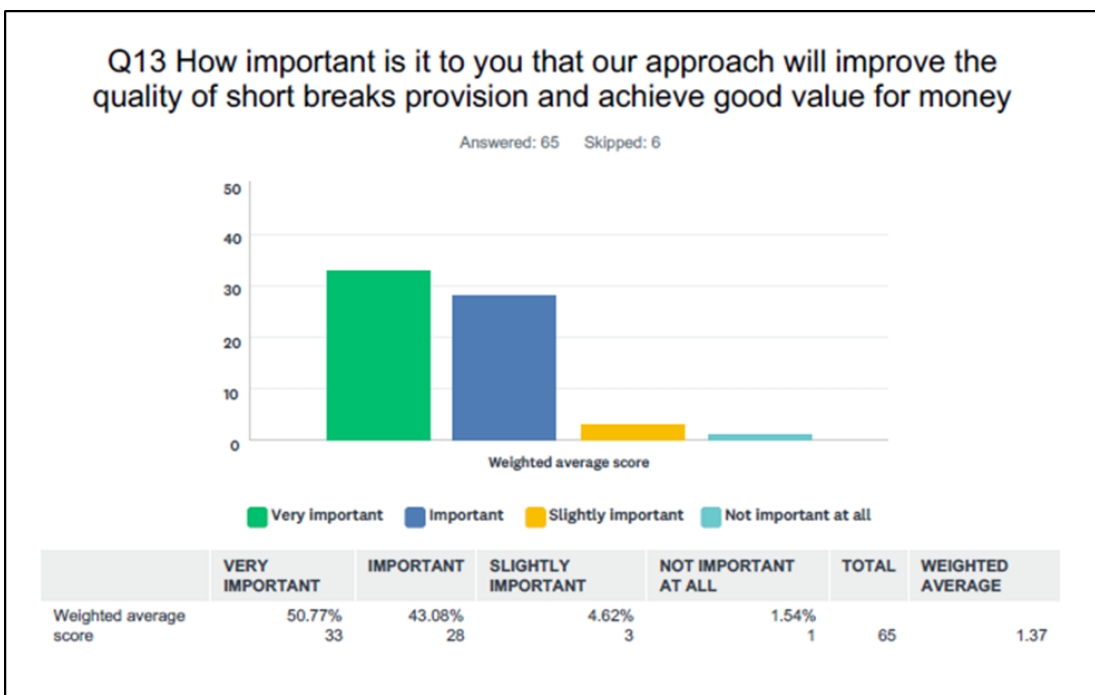


Chart 13: Approach #9 – quality and value for money



4.4 What people said about the principles or approaches

We asked people if they would like to give a reason for their answer to each question. We coded these as either critical of the approach, supportive but with reservations or supportive (Appendix 8)

Table 1 below shows the number and type of comments received for each approach. In total there were 155 responses and 165 coded comments (some responses included multiple comments). Most of these 86 (52%) were in support of the approaches and 39 (24%) were critical of the approaches.

- There was no clear link between the weighted score for each approach and the number or type of critical comments received. For example only 3 (19%) of the comments for the lowest scoring approach '*try new things and be innovative*' were critical, while 7(30%) for the highest scoring approach '*support for carers*' were critical.
- The approach to receive the most number of critical comments was '*fair and priority for those most in need*' 9 (43%). This probably reflects the high level of concern around accessibility and preserving current services.
- The approaches to receive the highest number of supportive comments were '*develop independence and learn skills*' 17 (74%), '*involvement in decisions*' 18 (74%) and '*support carers*' 11 (73%).
- People gave examples of how short breaks benefit their child:

"My son is non verbal autistic and when at home spends a lot of time on the computer in his room so his respite is brilliant/essential for him to meet new people and have a change of environment."

- Support for developing independence and learning new skills was very strong:

"This is the singularly most important point of short breaks, at least in our family. We have a (slight) hope that our young person may yet be able to develop the ability for independent living with the right support."

- There were strong feelings about the impact of caring on parents and the role a quality short break service has in helping to sustain this:

“Caring for our disabled child is exhausting and puts a huge strain on our whole family, including our other children. Even a few hours of respite occasionally gives the rest of our family vital time together, and helps us to be better parents to our disabled child.”

- Many parents were keen to be involved in decision making and emphasise that when it comes to their children - they are the experts:

How qualified do you think on the whole you are to take these decisions for families and carers? Parents on the whole know their children pretty well and can provide the best input as to finding the right activities and approaches ...”

- Many parents felt that trained and qualified staff were important in terms of having confidence to leave their children in the care of others:

“This is really important children and young people with additional needs often require above and beyond care. Providing quality staff will reassure parents allowing them to confidently leave their children in the care of others.”

- Most people felt choice of short break was important, but not more important than meeting need and just having access to a ‘viable’ short break. For example:

“Non-disabled people take choice for granted and exercise this everyday. This should be no different for disabled people.”

“Not every disability, child and family are the same, therefore different accommodation is required”

“A viable and accessible short break is more important than choice”

- Even though there was broad agreement with all of the approached there was high number of comments specifically linked to each approach. The type of comments received indicate that parents wanted to give a strong message that viable short breaks service is both needed and vital in developing their child as well as sustaining both the caring and family relationship.

5 Table 1: Comparison of comments to average weighted score (July – August 2018)

Approach	No: responses	Comments			Weighted score
		Critical	Reservations	Supportive	
Approach #1 - develop independence learn new skills	23	4 (17%)	4 (17%)	17 (74%)	1.68
Approach #2 - support carers	23	7 (30%)	3 (13%)	18 (78%)	1.80
Approach #3 - involve with decision	15	4 (27%)	2 (13%)	11(73%)	1.72
Approach #4 – qualified and skilled to deliver short break services	17	3 (18%)	4 (24%)	10(59%)	1.75
Approach #5 - range of short breaks	14	3(21%)	2 (14%)	9 (64%)	1.77
Approach #6 - right mix and balance of support	14	4 (29%)	5 (36%)	5 (36%)	1.49
Approach #7 - fair and priority for those who most need it	21	9 (43%)	10 (48%)	3 (14%)	1.62
Approach #8 - try new things and be innovative	16	3 (19%)	4 (25%)	9 (56%)	1.09
Approach #9 - quality and value for money	12	2 (17%)	6 (50%)	4 (33%)	1.37

Totals	155	39(24%)	40 (24%)	86 (52%)	
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NB: May not add up to 100%, percentages have been rounded up and some responses contained multiple comments.

4.5 What people said in their own words

We asked people if there was anything else they would like to say about taking a new approach to short breaks for children and young people with disabilities. In total 20 people gave additional comments. These were coded according to topic and whether they were in agreement 'A' or critical 'C' of the approach to short breaks (see Appendix 1 for full details of the coding).

Comments in agreement

Chart 15: Number of comments and views in agreement or supportive (July-August 2018)

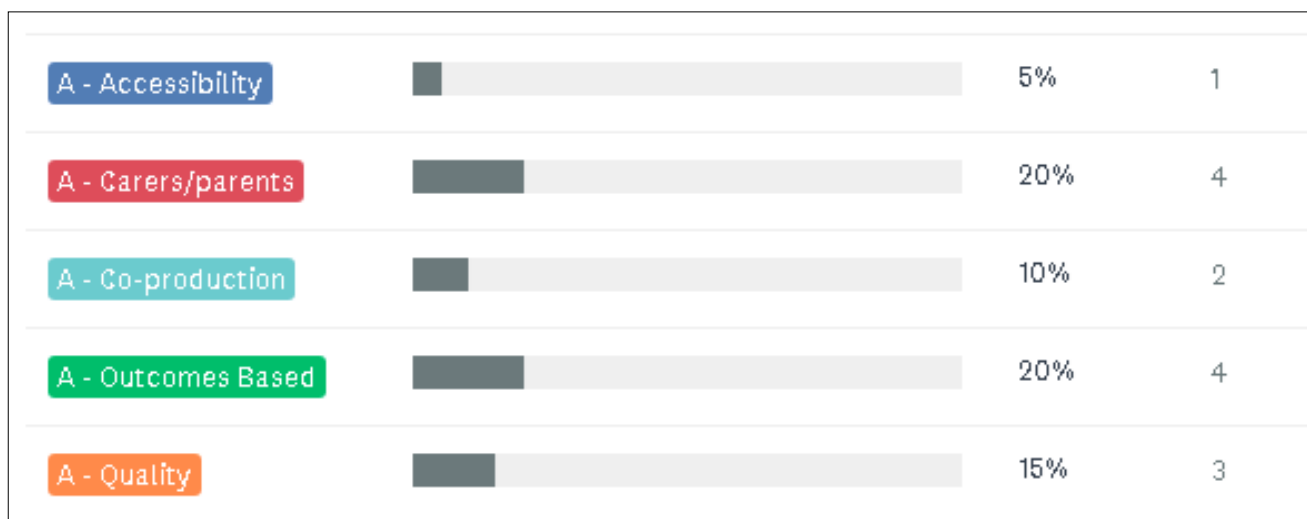


Chart 15 above shows the type and number of comments in agreement (14) with the approach. Most of these comments related to either 'Outcomes based' approach (4) or the high importance of supporting carers (4). These included:

"This service is vital for families."

"It must align with the offer for adults to prevent the cliff edge at 18 or whenever."

"It is vital that everyone has the right to discuss short breaks and what happens to the service and that the outcome needs to be clear to all."

"... providing social opportunities are extremely important for most disabled children so group activities / experiences and opportunities are

"Not every service is right for the young person/family so needs to be a variety."

Investment in respite can prevent a whole host of more difficult (and more expensive) problems in the long term - this offset of costs must be taken into account

Critical or concerned

Chart 16: Number of critical or concerned comments and views (July – Aug)

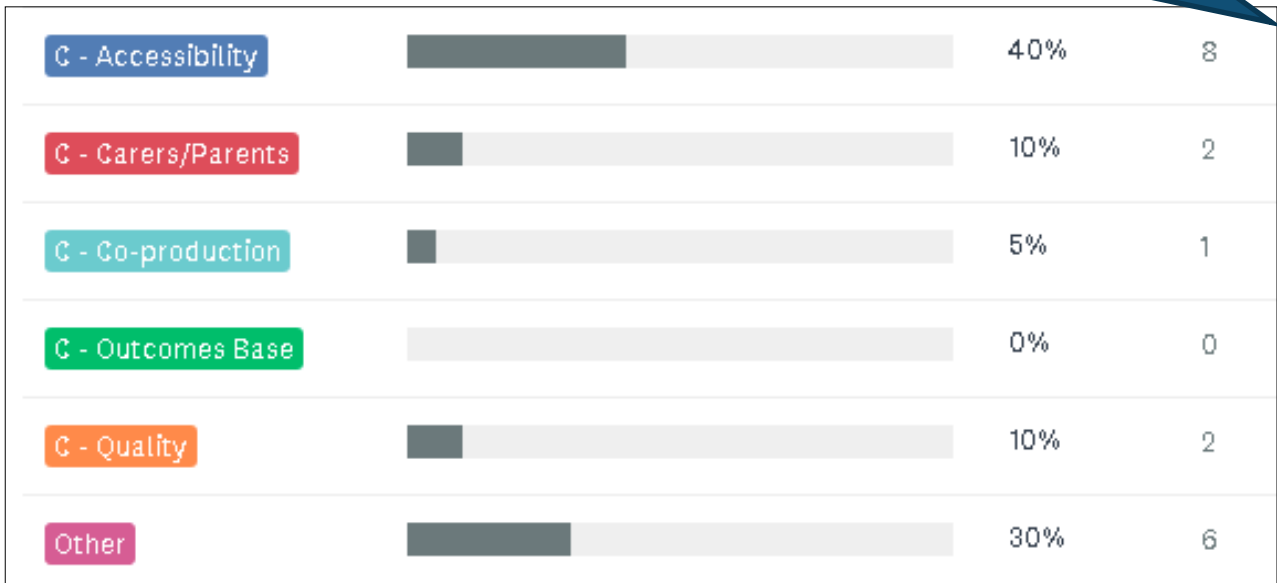


Chart 16 above shows the type and number (19) of comments that were critical or concerned about parts of the approach. The highest number of comments (8) were around accessibility- this was more in terms of eligibility and finding out how to access support as well age appropriate activities and the type or number of sessions available. The second highest number of comments (6) were 'other' most of which were statements related to preserving existing services. Examples of comments include:

“be fair, put the children first, keep everyone updated and not last minute”

“... finding what is available for special needs people is very difficult and usually depends on word of mouth...”

“Overnight residential care has been a huge help to my family. It frightens me as I don't want this to change.”

“There is currently nothing in the area for teenagers with disabilities [13-16 years] ... my son has become a recluse and now refuses to leave the house ... “

“the service must

“Would like more regular stay than once a fortnight a holiday time so family can go away, would like weekends. It helps my family...”

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“There needs to be more knowledge at the front door of csc so when families are referred in they can be appropriately sign posted and support to make referrals to universal and targeted resources without the need for a specialist assessment.”

“We desperately need more respite and also residential short breaks in Bucks. Families and their young people with disabilities are desperately isolated and lonely and this has a massively negative impact on everybody involved.”

4.6 What young people told us about short breaks

The Children's Disability Participation Worker undertook a series of engagement reports during July and August 2018.

Five sessions were held in venues across the county including three special schools. In total 56 disabled children and young people took part.

The questions we asked were kept clear and simple to ensure accurate answers were recorded and the information given was interpreted correctly. Questions were based around the public consultation questionnaire (Appendix 6):

What would you like to get out of a short break activity the most?

- Independence
- Learning new skills
- Making new friends
- Trying new things

The young people were asked to put these in order of importance to them. These were ordered as follows:

- 1- Making new friends
- 2- Learning new skills and trying new things

3- Independence

Although there were clear preferences the young people we talked to agreed that they would like to benefit from all of these short break outcomes (there is separate report detailing this work and its conclusions).

5. Conclusion and recommendations

5.1 Conclusions

The aim of the consultation was to find out how children and young people with disabilities, their parents carers and people who work or volunteer in related support services thought we should approach short breaks in the future.

The 71 responses received were not statistically representative of the population, but a satisfactory range of people of different ages, gender and ethnicities took part. These were from different areas of the county but not geographically representative of Buckinghamshire. Women were significantly over represented in terms of the general population but more representative of the gender bias in caring roles. This, along with statistics showing people heard about the consultation through a range of channels, means we can conclude that efforts to reach people were satisfactory.

Level of support for the principles or approaches

The survey results showed clear support for all of the nine approaches.

There was no clear link between critical comments and scoring of the nine approaches. This could indicate that respondents agreed in principle with the approaches but had concerns about how these would translate into service provision and eligibility – in other words what it meant for them.

There were clear preferences for some approaches over others the lowest weighted score being 1.09 and the highest 1.80. Meaning '*support for carers*' and '*range of short breaks*' resonated much more with people than approaches such as '*try new things and be innovative*' and '*quality and value for money*'. This view was reinforced by qualitative comments.

From the comments received the lower scoring approaches relating to trying new things, innovation and mix of support (i.e. universal, targeted and specialist) seems to reflect a perceived or actual lack of available options around each type. This could also explain why '*range of activities*' scored so highly. Quality and value for money probably received low scores because people were more concerned about the quality of the staff caring for their child rather quality of the provision itself. Having confidence in the abilities of the staff to care for their child was very important.

Children and young people were keen to use short breaks to help form relationships and said 'making friends' was most important to them.

Areas of concern

The main areas of concern were around:

- ensuring alignment with Adult Social Care services
- fear of losing familiar and preferred services
- reduction in support to carers and the impact this would have on the child or young person with a disability as well as other members of the family i.e. siblings

What was considered really important?

It is clear from the consultation that people considered short breaks as almost a 'release valve' that enable parents to continue caring and preserved good family relationships. However short breaks were not just seen as support for parents – but also vital in helping the child or young person build relationships, develop independence and learn skills.

Recommendations

It is recommended that sufficient emphasis is given to carer roles within the strategy and this is related to how short breaks help sustain both caring and family relationships – especially those with siblings. Also:

- More needs to be done to ensure parents know about what current and future short breaks are available and how to access them.
- The next stage of consultation should take into account what range of activities are required to meet need.
- The '*trying new things and being innovative*' approach should be more clearly positioned in future consultation and communications. This would include providing evidence about how this enables people to achieve positive outcomes. As well as how it sits with other approaches that parents seemed to regard as more important.
- Provide more clarity on what the new approach actually is and what it means to individuals using or wishing to use short break services. This is in relation to parents fearing services or their access to them will be reduced.

Appendices

Appendix 1: Coding information

Coding: Short breaks survey question 15

Agrees with/supportive	Rationale/response sentiment	Concerns/reservations about	Rationale/response sentiment
A - Outcomes based	Sees the point of, or is supportive of, the additional benefits of SBs, names benefits/outcomes they desire. Mentions transitions positively. Expresses desire for a choice/range of SBs	C- Outcomes based	Less supportive of outcomes, may focus more on health/logistical practicalities rather than outcomes. Concerned the service users physical needs and/or the carers practical needs might suffer as a result of focus on wider outcomes. Concerned about transition. Wedded to building based SBs.
A - Co-production	Positive about opportunities to coproduce/engage – may give reasons why or ways to engage.	C – Co-production	Negative or cynical about opportunities to coproduce/engage – gives examples of dissatisfaction.

A – Accessibility	Supportive of fairness and equality. Praises current accessibility elements. Indicates they hoping for improved access/eligibility.	C - Accessibility	Concerned about new locations, transport, affordability – or of losing current elements of accessibility. Concerned they will not be eligible for services in the future.
A – Carers/Parents	Feels SBs are currently supporting parents and/or appear confident they have a critical role going forward	C – Carers/Parents	Thinks SBs are not currently supporting helping parents/carers enough or concerned about impact on parents/carers or that support will reduce in the future.
A - Quality	Positive about current quality of services etc. Sees benefit in training staff to improve quality. Names aspects of quality/training they value. May say quality or value for money is more important than other things e.g. location	C - Quality	Critical of current quality, staff, or services. Concerned quality may suffer in the future or about the suitability of services/staff in the future. Names training that they feel is not/will not happen.

Appendix 2: News Release

News from Buckinghamshire County Council

PR 10090

29 June 2018

APPROVED for Immediate Release

New approach to short breaks and respite for Children and Adult Social Care services

If you or someone you care for uses short break or respite services - now is the time to have your say. Both Children's and Adult Social Care services are consulting on a new strategic approach to short breaks. Parents, carers and service users [both current and future] are being asked for their views - before moving to the next stage which will be to help the council to develop a range of service options.

The consultation starts today (Friday 29 June) and lasts for six weeks ending on Friday 10 August. To give your views, take part in the survey or to view the strategies go to the 'Have your say' page of the councils [website www.buckscc.gov.uk here](http://www.buckscc.gov.uk)

People can also give their views by attending any one of eight drop-in sessions being held across the county during July and August.

The council want to ensure access to short breaks is fair and priority is targeted at those who most need it. The aim of a new approach would be to provide a range of short breaks that would meet the varying needs of carers, disabled children and young people and vulnerable adults - as well as meet the needs of young people approaching adulthood.

Warren Whyte, Cabinet Member for Children's Services, said: "We want to be able to ensure that disabled young people continue to be able to access short breaks that will meet their needs as they become adults and that they experience continuity of care."

Carers provide most of the care in our communities and without them our NHS and Social Services would struggle to cope.

Lin Hazell, Buckinghamshire County Council Cabinet Member for Health and Wellbeing, said: "Many carers need to have a break from caring so that they can work, keep in touch with family and friends, have time for their own interests, or simply to recharge their batteries. This time away from home can also be an opportunity for children and young people with disabilities or vulnerable adults to become more independent, learn new



skills, make friends and connect more with their local community."

The decision to consult on the short breaks strategies was made at the Cabinet meeting held on 18 June more details [can be found here](#).

[Go straight to the Children's Short Breaks Consultation here](#)

[Go straight to the Adult Short Breaks Consultation here](#)

ENDS

NOTES TO EDITORS:

Drop-in session dates and venues (Adult Short Breaks):

1. Buckingham Community Centre 12:30 – 4:30 5 July 2018
2. Aylesbury Library, 12:30 – 4:30 11 July 2018
3. Seeley's day centre, 1:30 – 4:30. 18 July 2018
4. Burnham Day Opportunity Centre, 12:30 – 4:30, 25 July 2018
5. High Wycombe Library, 9:30 – 12:30, 2 August 2018

Drop-in session dates and venues (Children and Young People Short Breaks):

1. Teaching and Learning Centre (SEND IAS Boardroom), Ellen Road, Aylesbury, HP21 8ES. 9.30 - 12.00pm, 2 July 2018
2. Stony Dean School, Amersham, 9.30 - 12.00, 3 July 2018
3. Merryfields (known as the children's Home) Cressex Link, High Wycombe, 9.30 - 12.00, 18 July 2018

People are free to join any event is convenient, regardless of what service they use.

Representatives from Adult Services will be at Children's Services venues and visa versa.

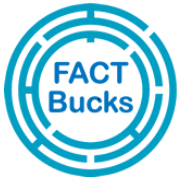
For further information please contact: Alison Donovan, on 01296 382444 or out of hours on 07825430978

Collateral

- New approach to short breaks and respite for Chil [New approach to short breaks and respite for Chil](#)
- New approach to short breaks and respite for Chil [New approach to short breaks and respite for Child](#)
- Image Girl with cerebral palsy [Image Girl with cerebral palsy](#)



Appendix 3: Consultation letters to clients, carers/parents



Registered Charity Number 1155067

Buckinghamshire County Council Children's Services

County Hall, Walton Street
Aylesbury, Buckinghamshire HP20 1UA
Managing Director Tolis Vouyioukas

Telephone 0845 3708090
www.buckscc.gov.uk

Dear Parent/Carer

Planning for the future: Short breaks for disabled children & young people:

There has been a steady increase in the number of children and families needing our support in the last few years. This, along with less money in the public purse means that we need to look at how we can deliver services better to ensure children and families get the right support at the right time. As part of this we are reviewing short breaks for disabled children and young people with a view to deliver a new short breaks service in 2019.

To help us plan for the future, we held four engagement sessions in September last year to hear your views about short breaks. We used the feedback to draft the Children's Short Breaks Strategy 2018 – 2022 in partnership with 'FACT Bucks' (Families & Carers Together in Buckinghamshire), the Clinical Commissioning Group and Buckinghamshire County Council.

Have your say

We would now like to consult with you on the principles drafted in the strategy. This provides a vision of how we will deliver sustainable short breaks over the next few years. This consultation is planned to run for 6 weeks, **from 29 June 2018 until 10 August 2018** and opportunities to respond to the consultation will be widely promoted.

The consultation survey will be live on the 'Have your say' section of our website from **29 June 2018** or follow this link

<https://democracy.buckscc.gov.uk/mgconsultationlistdisplay.aspx?bcr=1>

A similar consultation on the principles for an Adult Short Breaks strategy will be running during the same period of time. You can comment on this too by going to the 'Have your say' section of our website.

Find out more

Alongside the consultation we have arranged some further engagement sessions during July, so that parents, carers and families have the opportunity to come and talk to us. These are drop-in sessions, so you do not need to attend the whole session or arrive at the start. Just come along at a time that suits you, but allow around 20-30 minutes.

Sessions are **open to everyone**, not just regular users of the place where they're being held.

To make sure we have enough time with everyone, please contact Rona Hopwood (details at the end of this letter) and let her know which session you can attend.

Please note, we will also be speaking separately to disabled children and young people to continue to gather their views on short breaks.

Children's Short Breaks Strategy engagement sessions

These sessions are open to all parents, carers and families of children with special educational needs or disabilities. Please feel free to attend one of these sessions for whatever time you have available.

Monday 2 July	9.30 - 12.00pm	Teaching and Learning Centre (SEND IAS Boardroom)	Ellen Road Aylesbury (postcode for satnav) HP21 8ES.
Tuesday 3 July	9.30 - 12.00pm	Stony Dean School	Orchard End Avenue, Amersham, HP7 9JW
Wednesday 18 July	9.30 - 12.00pm	Merryfields (Children's Home)	Cressex Link, High Wycombe

All feedback we receive at these sessions will contribute to the final strategy.

Next Steps

We then plan to hold some further engagement sessions in October to listen to your views about the details of what the short breaks service should offer. Your views will be incorporated into alternative models of how the short breaks service could be run, and these alternative models will be put out to a further consultation late in the year.

This will then shape the delivery of a new short breaks service planned for late 2019.

We look forward to receiving your views via our consultation and meeting you at our engagement sessions.

<p>Yours sincerely</p> 	<p>Yours sincerely</p> 
<p>Rona Hopwood Buckinghamshire County Council CYP Commissioning Manager</p> <p>Email: rhopwood@buckscc.gov.uk Phone: 01296 383506 Website: www.buckscc.gov.uk</p>	<p>Phil Ogley FACT Bucks</p> <p>Email: admin@factbucks.org.uk Phone: 07548 095363 Website: www.factbucks.org.uk</p>

Appendix 4: Drop-in session schedule and attendance

Children's Services consultation drop-in session schedule and attendance

County Location	Proposed Location	Date of meeting	Time of meeting	No. of attendees
Aylesbury	Teaching and Learning Centre	02.07.18	9:30 – 12:00	4
Amersham	Stony Dean School	03.07.18	9:30 – 12:00	1
High Wycombe	Merryfields - Residential Short Break Unit	18.07.18	9:30 – 12:00	7

Adult Social Care consultation drop-in session schedule and attendance

County Location	Location	Date of meeting	Time of meeting	No. of attendees
Buckingham	Community Centre	05.07.18	12:30 – 4:30	0
Aylesbury	Library	11.07.18	12:30 – 4:30	11
Seeley's	Seeley's day centre	18.07.18	1:30 – 4:30	12
Burnham	Day Opportunity Centre	25.07.18	12:30 – 4:30	4
High Wycombe	Library	02.08.18	9:30 – 12:30	3

Appendix 5: Coding and weighting of Questions 5 – 14

Weighting of responses:

Answer	Weighting	Meaning/rational
Very important	2	Full support
Important	1	In support
Slightly important	-1	Scored as a negative – as we are seeking support for the objectives and ‘slightly’ falls short of this.
Not important at all	-2	(negative so that it has the same impact as someone scoring ‘very important’)

A total average weighted score of ‘2’ would mean everyone feels the principle or approach is very important (ergo full support). A total average weighted score of ‘-2’ would mean everyone feels the principle is not important at all (ergo no support).

Scores of ‘1’ or above are supportive of the principle but the weighting allows for a differentiation between the levels of agreement i.e. comparing a score of 1.5 to 2 would show 25% difference – even though both scores were in support of principle.

Scores below ‘1’ mean there is less support and ‘-1’ or below would indicate it is not important i.e. no support for the principle.

Coding of free text comments:

Critical	may be concerned about or critical of the principle based on current experience and/or lack of confidence in us being able to deliver it in line with their needs i.e. do not fundamentally disagree but do not think it applies to them.
Reservations	agree with the principle but with some caveats/reservations. Usually around ‘will I/my child be ok’ or ‘will only work if you do x, y z’
Supportive	In support of the principle, gave examples and ideas of how it would work and benefit them or others.

Children and Young People Short Breaks Strategy consultation 2018

Why ask for my views?

We want to get it right. We believe that the people who use our services should be involved in designing them. The first stage of this process is to shape a strategy that sets out a vision for how short breaks can help children and young people with disabilities to live more independent lives and support carers with their caring responsibilities. We're doing this collaboratively with carers, vulnerable adults and other residents.

What are you asking me?

We're asking for your views on the ['Buckinghamshire Children's Short Breaks DRAFT Strategy 2018-2022'](#). We are not asking about specific ways of delivering short breaks services, this will be part of the second stage of engagement and consultation later this year. We are asking how we should approach short breaks in the future.

What does our draft strategy say?

Our vision is: *'To make the best use of the resources available to help the people of Buckinghamshire lead fulfilled lives.'*

Our objectives are to:

- support disabled children and young people to develop independence, learn new skills, make new friends and reduce loneliness
- support carers with their caring responsibilities
- involve children and their families with decisions
- ensure staff are qualified and skilled to deliver services which are safe and high quality
- provide a range of short breaks in line with the varying needs of carers and disabled children and young people
- provide the right mix and balance between universal, targeted and specialist support
- ensure access to short breaks is fair and priority is targeted at those who most need it
- improve the quality of short breaks provision and achieve good value for money
- enable stakeholders to try new things and be innovative

About short breaks

Short term breaks are for people who are normally cared for in their own home by a family member or friend who is not paid for their caring tasks.

For children they help develop independence and can boost physical and emotional health, for adults they help create independence and allow them to learn new skills.

From previous engagement with service users and their families we know many of you think that we need to change how we approach short breaks. So to make sure access to short breaks is fair and that services can meet both current and future need we are developing new strategies.

What are the 'types' of short breaks?

Broadly speaking the type of short breaks are:

- **Universal**

These are available through resources in the local community that anyone can access. They include activities at leisure centres, community centres, uniformed groups, faith groups and voluntary organisations, cinemas, theatres, sports clubs, or even general access council services

- **Targeted**

These are specific activities for disabled children to which families can self-refer. These services may be provided in the evenings, weekends and school holidays. They are for disabled children and young people, as defined by the Disability Discrimination Act 2010 who cannot access universal services without needing additional support .

- **Specialist**

These are daytime or overnight services, or a service paid for by direct payment that is designed to meet a specific need following a social care assessment (Child and Families Assessment) of an individual child and their carers.

This survey is confidential and will close on 10 August 2018. For translation into other formats or languages contact communications@buckscc.gov.uk



Buckinghamshire
County Council

Children and Young People Short Breaks Strategy consultation 2018

Before we get started it would be helpful to know something about you. The information you provide is confidential and you will not be identified.

*** 1. Please tell us who you are**

(please select the description that best describes you or your connection to short break services. We will use this information to make sure we have views from a wide range of people).

- I am a child or young person with a disability
- I am the parent/carer of family member of a child or young person with a disability
- I work for Buckinghamshire County Council/CCG
- I work or volunteer for another organisation/group that supports children or young people with disabilities
- I am a local Councillor or MP
- I prefer not to say

*** 2. Do you or your family currently access respite or short break support?**

(This could be overnight residential, in your own home during the day or night and other formal or informal activities).

- Yes
- No
- N/A (e.g. you work for an organisation that supports children and young people)
- Prefer not to say

*** 3. If you answered yes to Q2, which support do you access?**

(Please tick all that apply)

- Organised activities specifically for disabled children and young people e.g. Bucks Activity Project, Clearly Speaking, Young Deaf Activities, Rainbow Club, Thames Valley Adventure Playground, Thomley Activity Centre
- Organised activities open to anyone e.g. Brownies, Cubs and sports clubs
- After school activities and/or holiday activities offered by the school your child attends
- Residential support
- Befriending services
- Direct Payment
- Fostering
- N/A (e.g. do not access support)
- Other (please specify):

*** 4. If you answered yes to Q2, how are your short breaks or respite funded?**

(Please tick all that apply)

- Buckinghamshire County Council (Social Care)
- Continuing Health Care (Health)
- Self funded
- N/A (e.g. do not access support)
- Other (please specify):

Once agreed the *Children's Short Break Draft Strategy 2018-2022* will set out the future direction for short break services for children and young people in Buckinghamshire.

To make sure that short breaks meet the needs of both carers and children and young people with disabilities there are a number of things the strategy must try to achieve. From talking to parents, carers and service users we have developed nine objectives. Which ones matter the most or least to you?

Please read each of the options below and then tell us how important or unimportant they are to you.

If you would like to give a reason for your answer or suggest any alternative objective please use the comment box next to each question.

- * 5. How important is it to you that our approach to short breaks supports disabled children and young people to develop independence, learn new skills, make new friends and reduce loneliness

Very important

Important

Slightly important

Not important at all

Use this space if you would like to give a reason for your answer:

- * 6. How important to you is it that our approach to short breaks supports carers with their caring responsibilities

Very important

Important

Slightly important

Not important at all

Use this space if you would like to give a reason for your answer:

* 7. How important is it to you that our approach to short breaks involves children and their families with decisions

Very important	Important	Slightly important	Not important at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space if you would like to give a reason for your answer:

* 8. How important is it to you that our approach ensures staff are qualified and skilled to deliver short break services which are safe and high quality

Very important	Important	Slightly important	Not important at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space if you would like to give a reason for your answer:

* 9. How important is it to you that that our approach can provide a range of short breaks in line with the varying needs of carers and disabled children and young people

Very important	Important	Slightly important	Not important at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space if you would like to give a reason for your answer:

* 10. How important is it to you that our approach to short breaks will provide the right mix and balance between universal, targeted and specialist support

Very important **Important** **Slightly important** **Not important at all**

Use this space if you would like to give a reason for your answer:

* 11. How important is it to you that our approach will ensure access to short breaks is fair and priority is targeted at those who most need it

Very important **Important** **Slightly important** **Not important at all**

Use this space if you would like to give a reason for your answer:

* 12. How important is it to you that our approach to short breaks will encourages people to try new things and be innovative

Very important **Important** **Slightly important** **Not important at all**

Use this space if you would like to give a reason for your answer:

* 13. How important is it to you that our approach will improve the quality of short breaks provision and achieve good value for money

Very important

Important

Slightly important

Not important at all

Use this space if you would like to give a reason for your answer:



Buckinghamshire
County Council

Children and Young People Short Breaks Strategy consultation 2018

14. Is there anything else you would like to say about taking a new approach to short breaks for children and young people with disabilities?

(Please note that you will be able to comment and/or develop options for service delivery at the next stage of engagement and consultation).



Buckinghamshire
County Council

* 15. Which age range do you belong to?

- | | |
|---|--|
| <input type="checkbox"/> Under 12 years | <input type="checkbox"/> 45-54 years |
| <input type="checkbox"/> 12-17 years | <input type="checkbox"/> 55-64 years |
| <input type="checkbox"/> 18-24 years | <input type="checkbox"/> 65-74 years |
| <input type="checkbox"/> 25-34 years | <input type="checkbox"/> 75 years and over |
| <input type="checkbox"/> 35-44 years | |

* 16. How would you describe your gender?

- Male
- Female
- Other
- Prefer not to say

* 17. To which of these ethnic groups do you consider you belong to?

- | | |
|---|--|
| <input type="checkbox"/> Asian or Asian British | <input type="checkbox"/> White |
| <input type="checkbox"/> Black or Black British | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mixed | <input type="checkbox"/> Prefer not to say |

18. Can you provide us with the first 5 digits of your post code e.g. HP22 4? (This information will not be used to identify you, it will be used to help us understand the geographical range of responses).

- No
- Yes

The first 5 digits of my postcode are:

*** 19. How did you hear about this consultation? (tick all that apply)**

- | | |
|---|--|
| <input type="checkbox"/> Email | <input type="checkbox"/> Facebook |
| <input type="checkbox"/> Council Website | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Local press or other publications |
| <input type="checkbox"/> CCGs website | <input type="checkbox"/> Through a local group |
| <input type="checkbox"/> Other website | |
| <input type="checkbox"/> Other (please tell us what this was) | |

Appendix 7: Demographic information

Age range

ANSWER CHOICES	RESPONSES	
Under 12 years	1.59%	1
12-17 years	1.59%	1
18-24 years	1.59%	1
25-34 years	14.29%	9
35-44 years	31.75%	20
45-54 years	36.51%	23
55-64 years	11.11%	7
65-74 years	1.59%	1
75 years and over	0.00%	0
Total Respondents: 63		

Gender

ANSWER CHOICES	RESPONSES	
Male	14.29%	9
Female	80.95%	51
Other	0.00%	0
Prefer not to say	4.76%	3
Total Respondents: 63		

Ethnicity

ANSWER CHOICES	RESPONSES	
Asian or Asian British	4.76%	3
Black of Black British	1.59%	1
Mixed	1.59%	1
White	82.54%	52
Other	1.59%	1
Prefer not to say	7.94%	5
Total Respondents: 63		

How did you hear about the consultation

ANSWER CHOICES	RESPONSES	
Email	49.21%	31
Council Website	11.11%	7
Letter	14.29%	9
CCGs website	0.00%	0
Other website	1.59%	1
Facebook	19.05%	12
Twitter	0.00%	0
Local press or other publications	11.11%	7
Through a local group	9.52%	6
Other (please tell us what this was)	11.11%	7
Total Respondents: 63		

**Short breaks strategy stakeholder's engagement
– July/August 2018**

**Alfriston School
Furze Down School
Harding House School
SEND Youth Forum**

Bucks Activity Project – Action For Children

Publishing.TEAM@education.gsi.gov.uk

Date

Short breaks strategy stakeholder's engagement – July 2018

Project Overview

From 5th July until 6th August Disability Participation Worker, Emily Dover consulted 11 Alfriston students, 20 Furze Down School students, 9 Harding House students, 8 CYP at the Bucks Activity Project and 8 members from the SEND Youth Forum on the Short Breaks Strategy 2018.

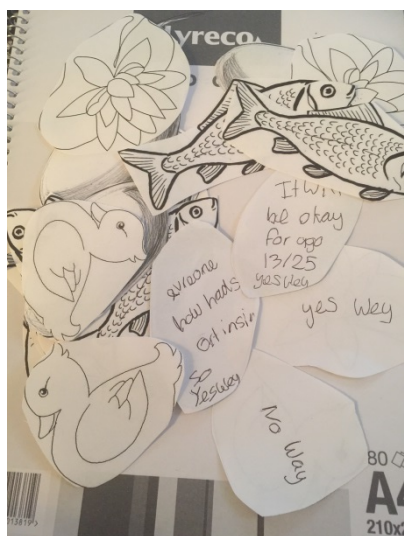
Out of the 56 young people consulted 27 were girls and 29 were boys. The CYP were aged ranged between 9 and 23 years with a wide range of disabilities including Down syndrome, Williams Syndrome, moderate to severe learning disabilities and ASD.

During the consultation a range of different young people were engaged ensuring opinions were gathered from as many different young people as possible. This includes CYP that currently access short breaks services as well as those who do not but may be eligible in the future to do so.

The Specialist Participation Team were asked to engage with CYP on behalf of Rona Hopwood, Commissioning Manager Early Help.

The key questions used to engage the young people were kept clear and simple to ensure accurate answers were recorded and the information given was interpreted correctly. Questions were based around the public Short Breaks Strategy questionnaire.

To gather answers to the questions the participants engaged in activities and discussions. The main activity used was 'Participation Pond' where the CYP are asked to write their answers on items to make up a pond scene.



The CYP were asked:

- Do you currently access Short Breaks?
- Do you currently access an activity or club that is not one of Buckinghamshire Short breaks?
 -
- What would you like to get out of a short break activity the most (put them in order of importance)
 - 1. Independence
 - 2. Learning new skills
 - 3. Making new friends
 - 4. Trying new things
- How important is it to you that our approach to short breaks supports disabled children and young people to develop independence, learn new skills, make new friends and reduce loneliness **(SEND Forum question)**
- What would it take for you to try something new?
- How far would you travel to an activity?
- Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision)
- Do you think that there should be activities for disability group's i.e. an activity just for those with Autism?
- Do you think there should be activities for age groups i.e. only for those aged 16-19 years?
- Would you like to be more involved in decisions about your short breaks?
- Do you think activities should only be for those who really need support or should they be open to anyone with SEND?
- Would it put you off if you had to pay for a short break activity? **(SEND Forum Question)**
- Is it important to you that the staff are qualified and skilled to deliver sessions? **(BAP question)**
- Is it important that the short break meet your needs and that you feel comfortable at these sessions? **(BAP question)**

Key Findings:

Alfriston

1. Do you currently access any Buckinghamshire Short Breaks?

8 out of 11 girls access short breaks. Mainly the Bucks Activity Project in the holidays.

2. Do you currently access an activity or club that is not one of Buckinghamshire Short breaks?

Out of the 3 that do not access short breaks 2 of these attend a youth club only 1 said that she currently does not access any activity or club

3. What would you like to get out of a short break activity the most (put them in order of importance)

- **1. Independence**
- **2. Learning new skills**
- **3. Making new friends**
- **4. Trying new things**
-
- The highest priority from this group was making new friends. The girls fed back in a discussion that they enjoyed meeting new friends outside of school.
-
- The second highest was trying new things. The group felt it was beneficial to be able try new things – this is where you can gain confidence.

Learning new skills and independence were equal in their importance according to the group. The young people advised that learning new skills and gaining independence supports the transition into adulthood – it was clear from speaking to teachers and from previous visits that the school already do a lot for work with students around this area.

The group agreed that all these outcomes were very important.

4. What would it take to try something new?

In a discussion the girls agreed that they would more likely try a new short break activity if they had a friend to go along with. They also discussed the idea of having an allocated person at the group to be with them on their first session (buddy system).

A couple of the girls talked about the benefit of exercise activities. One girl said that when she exercised she feels good so it encouraged her to go back. It was agreed that this would be a positive message to provide to other SEND Young people.

5. How far would you travel to an activity?

All 11 girls would not choose to travel over half an hour to a short breaks activity.

6. Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision/open access)

10 out of the 11 girls said that they would feel comfortable trying an activity/club that was open access to those with or without SEND. Only 1 girl felt she would be more happy in a SEND group.

7. Do you think that there should be activities for disability groups i.e. an activity just for those with Autism?

This question split the group. 5 of the girls said yes to disability specific groups and 5 said no.

1 young person was undecided. After a discussion with the group it was decided that there were benefits of both mixed and disability specific groups.

8. Do you think there should be activities for age groups i.e. only for those aged 16-19 years?

9 girls said yes to this question, 1 maybe and 1 no. The young people fed back that they would feel uncomfortable with those much older than them.

9. Would you like to be more involved in decisions about your short breaks?

All girls agreed that they would like to be involved in decisions about their short breaks. Further discussions revealed that they don't always feel that their opinion would be listened to, but agreed that they would like the opportunity.

10. Do you think activities should only be for those who really need support or should they be open to anyone with SEND?

We reflected back on question 3 and 6. The girls felt that all young people with SEND should have the opportunity to benefit from gaining independence, learning new skills, building friendships and trying new things. It was also recognised that many of the young people try open access activity and clubs where they are able to gain these benefits.

Furze Down School

1. Do you currently access any Buckinghamshire Short Breaks?

7 of the 20 young people currently attend Buckinghamshire Short Breaks. 1 young person used to attend the Aylesbury Youth Club but unfortunately had to leave as she is now 18 years old. The School are currently looking for a suitable club for her to attend. It was commented that she gained a lot of essential skills from attending the youth club.

2. Do you currently access an activity or club that is not one of Buckinghamshire Short breaks?

A further 3 young people attend other groups including the SEND Youth Forum. Many of the young people used to attend The Vibe, a youth service run group, this group stopped 2 years ago due to budget restrictions.

3. What would you like to get out of a short break activity the most (put them in order of importance)

- **1. Independence**
- **2. Learning new skills**
- **3. Making new friends**
- **4. Trying new things**

• For this group, making new friends was felt to be most important to them. 2nd was trying something new, 3rd was gaining independence and 4th was learning new skills.

• The young people felt that all these outcomes were very important to them and would hope to gain all these outcomes from a short breaks service.

• **4. What would it take to try something new?**

The young people fed back the following –

- An incentive or reward
- Something outdoors
- Being involved in a show, working towards a goal
- Sports activities
- To go with a friend

• **5. How far would you travel to an activity?**

All the young people agreed that they would not like to travel much longer than half an hour. Many of the students come from Aylesbury so they travel 20-25 mins each morning; they felt much more that this would be too far.

6. Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision/open access)

Some of the group found this question quite difficult, however after discussing what is meant by a 'disability' group and using examples of existing activities/groups the majority of the group (15) agreed that an open access universal offer would be a good thing.

7. Do you think that there should be activities for disability groups i.e. an activity just for those with Autism?

Not all of the young people were able to answer this question. Only 7 were able to answer and all agreed that there should be disability specific groups.

8. Do you think there should be activities for age groups i.e. only for those aged 16-19 years?

All the young people agreed that there should be age specific groups available.

9. Would you like to be more involved in decisions about your short breaks?

All the young people agreed that they would welcome the opportunity to be more involved the decisions about their short breaks.

10. Do you think activities should only be for those who really need support or should they be open to anyone with SEND?

The group ran out of time to answer this question.

Harding House School

1. Do you currently access any Buckinghamshire Short Breaks?

2 of the 8 young people currently access short breaks

2. Do you currently access an activity or club that is not one of Buckinghamshire Short breaks?

7 of the 8 young people attend an out of school club of activity. These included, dancing/singing groups, DASH (swimming and youth club) and the Harding House holiday club.

3. What would you like to get out of a short break activity the most (put them in order of importance)

- **1. Independence**
- **2. Learning new skills**
- **3. Making new friends**
- **4. Trying new things**

Making new friends came up highest with the majority of the young people with only one young person who put it 4th.

In joint 2nd it was learning new skills and trying new things and lastly came independence.

The group agreed that they would like benefit from all these outcomes from Short Breaks

4. What would it take to try something new?

The group had a discussion how they feel when they are asked to try something new. The feedback was –

- The get very nervous
- Do not like new places
- Do not like change

We had a discussion around what could be done to help them try something new, the group agreed that going with someone they knew would help them.

I asked an additional question about what they get out of the out of school clubs/activities they currently attend. They said –

- They get to make new friends
- Helps to build up my confidence
- Keeps me fit and healthy
-

• **5. How far would you travel to an activity?**

•

- Half of the young people currently live over half an hour from the school already, they would not like to travel much more than half an hour to an activity.

6. Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision/ open access)

Most of the young people (6) agreed that they would try an open access universal activity. Some of the young people shared recent events and activities that they have attended which are open to all young people and they enjoyed it.

7. Do you think that there should be activities for disability groups i.e. an activity just for those with Autism?

The young people found it difficult to answer this question. Only 2 answered to say that they would not like specific groups.

8. Do you think there should be activities for age groups i.e only for those aged 16-19 years?

The majority of the young people (5) said that they would be fine with a mixed age group. 2 of the young people found it too difficult to answer this question.

9. Would you like to be more involved in decisions about your short breaks?

All the group agreed that they would like to be more involved in future decisions.

10. Do you think activities should only be for those who really need support or should they be open to anyone with SEND

The group were unable to answer this question.

SEND Youth Forum 02/07/18

1. Do you currently access any Buckinghamshire Short Breaks?

None of the young people consulted on this SEND Forum session currently attend Buckinghamshire Short Breaks.

2. Do you currently access an activity or club that is not one of Buckinghamshire Short breaks?

- All the young people attend the SEND Youth Forum regularly
- 1 young person attends an open access bowling club
- 3 young people attend a disability youth club
- 1 young person attends the CAHMS Article 12 group

3. How important is it to you that our approach to short breaks supports disabled children and young people to develop independence, learn new skills, make new friends and reduce loneliness

The young people felt that all of these outcomes are very important, in particular developing independence.

4. What would it take to try something new?

The SEND Forum fed back the following –

- A recommendation from another young person that currently attends
- For the activity to be affordable and easy to get to
- To go with a friend
- For me to feel comfortable at the activity/club, for example not too busy or noisy

5. How far would you travel to an activity?

This question gathered a mix response. 4 of the group advised that they would only attend a club that was local to them (travel 2-10mins) the rest of the group said that they would travel up to an hour.

6. Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision)

All the group agreed that more open access opportunities would be a positive thing. One comment was that the activity/club would need to offer enough support to those that would need it.

7. Do you think that there should be activities for disability groups i.e. an activity just for those with Autism?

The SEND Forum fed back the following –

- No it should be adaptable
- Yes x 4
- If it something you want to do then it should be adapted so you can do it
- Should be social and learn with whoever they want
- An autistic group can let people with autistic be more open and happy
- Some people get on better with people like themselves

8. Do you think there should be activities for age groups i.e. only for those aged 16-19 years?

The group had a discussion about being with different age groups at SEND Forum meetings which is 12-25 years. The group agreed being with a wide age range has not bothered them however an activity with young people under 10 years would not work.

9. Would you like to be more involved in decisions about your short breaks?

The SEND Forum all agreed that they would like to be more involved in decisions about short breaks.

10. Do you think activities should only be for those who really need support or should they be open to anyone with SEND?

The group said that there should be something offered to everyone, this could be a universal option or an activity that require more staff support for those that need it.

11. Would it put you off if you had to pay for a short break activity?

We had a discussion around how much they would be willing to pay –

- £5
- £5-£10
- £6
- £10
- £2-£3
- No more than £6

The young people said that it would not put them off, it would depend on what the activity was and what there is to offer.

Bucks Activity Project – Wycombe Fun Day 6/08/2018

The majority of the young people who attended the Wycombe Fun Day were unable to communicate with me. Many of the young people needed a one to one worker at all

times. Siblings without SEND needs attended and voiced their views – these have been accounted in the findings as they are currently stake holders.

1. What would you like to get out of a short break activity, Learning new skills, making new friends, Trying new things and gaining independence?

- One non-verbal young person was able to demonstrate the new art and crafts he had learned that day. The staff were patient and gave him space to choose colours and materials. He was able to express to me through nodding his head that he likes making friends, mainly with the staff that are looking after him.
- The siblings sat together said that there were new things that they had tried that day. They said that they enjoy trying new things and making new friends.

2. Would you try an activity that was open to disabled young people and to those without a disability? (Universal provision/open access)

- One young person said that he also attends Beavers which is open access to everyone.
- The siblings who attend also attend Young Carers Bucks and enjoy it.

3. Is it important to you that staff are qualified and skilled to deliver sessions?

The young people were unable to verbalise their views on this question however it was clear that the staff were very qualified and skilled, the young people looked happy and calm. There were a lot of different activities available and staff were able to try new things with the young people they were with.

4. Is it important that the short break meet your needs and that you feel comfortable at these sessions

The 4 young people I was able to consult on this question agreed that short breaks must meet their needs and they must feel comfortable, they agreed that they would not come if they didn't feel this way.

Summary

Throughout this consultation there were significant themes. It was clear that the young people find change difficult to manage. Many examples were shared when a short break/activity or club that supported their development was stopped; this set them back enough not to try anything else. Their short break/activity was either stopped because they had reached the age limit or the activity had to stop due to budget restrictions. The CYP would like to be assured that their short break has the stability to offer them all the positive outcomes for the amount of time they need it.

Building new friendships was a clear priority to the young people consulted, especially to those who struggle to make friends in their education environment. Comments were made about bullying and how an out of school activity can provide a safe escape from this.

The majority of the young people consulted were open to the idea of trying an open access short break. Many of them already had experience of attending a group that had a mix of those with SEND and those who do not.

While the young people were consulted on the draft short breaks strategy they were also asked a few questions on the model of short breaks for example, disability specific groups, age groups, location and cost of short breaks.