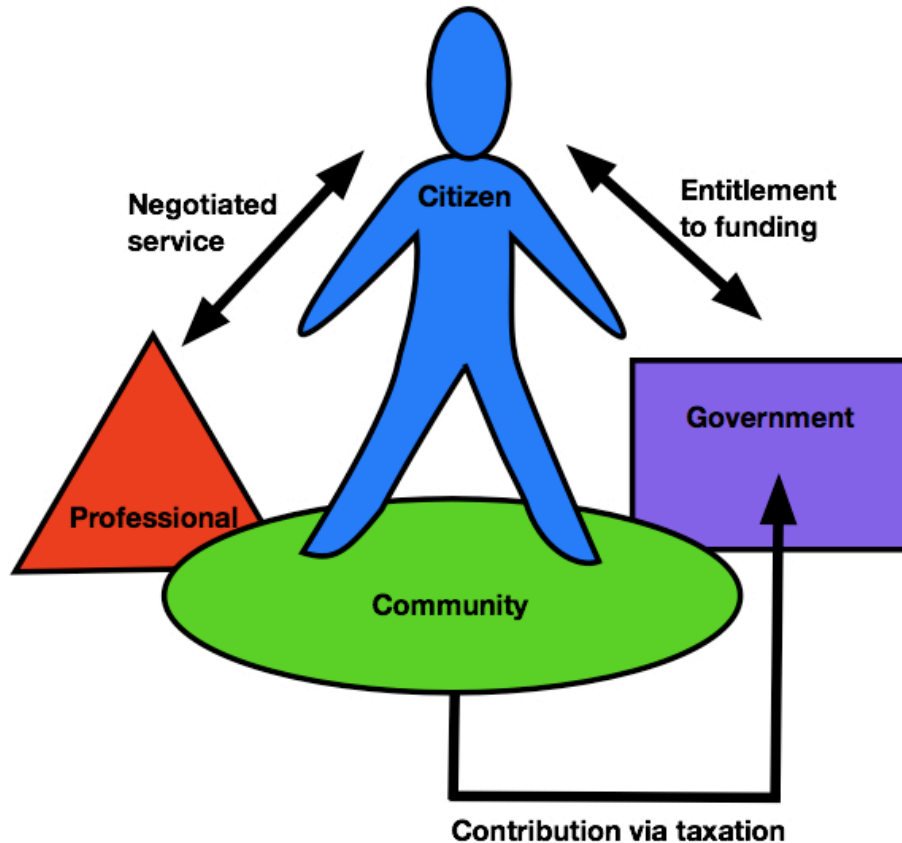




Policy into Practice

Martin Routledge

Personalisation Goal: Citizenship Model



- Citizen at the centre
- Services negotiated
- Entitlements defined
- Community fully engaged
- Outcomes improved

Simon Duffy, Keys to Citizenship 2003

Emergence in policy (1)

- Background of disability and inclusion movements, direct payments etc.
- Think tanks: (Demos)
- Practical conceptualization and demonstration In Control (from 2003)
- Social care policy review, PM strategy unit looking for big ideas
- Individual budget pilot programme (2005-8)
- Putting People 1st (2007)

Emergence in policy (2)

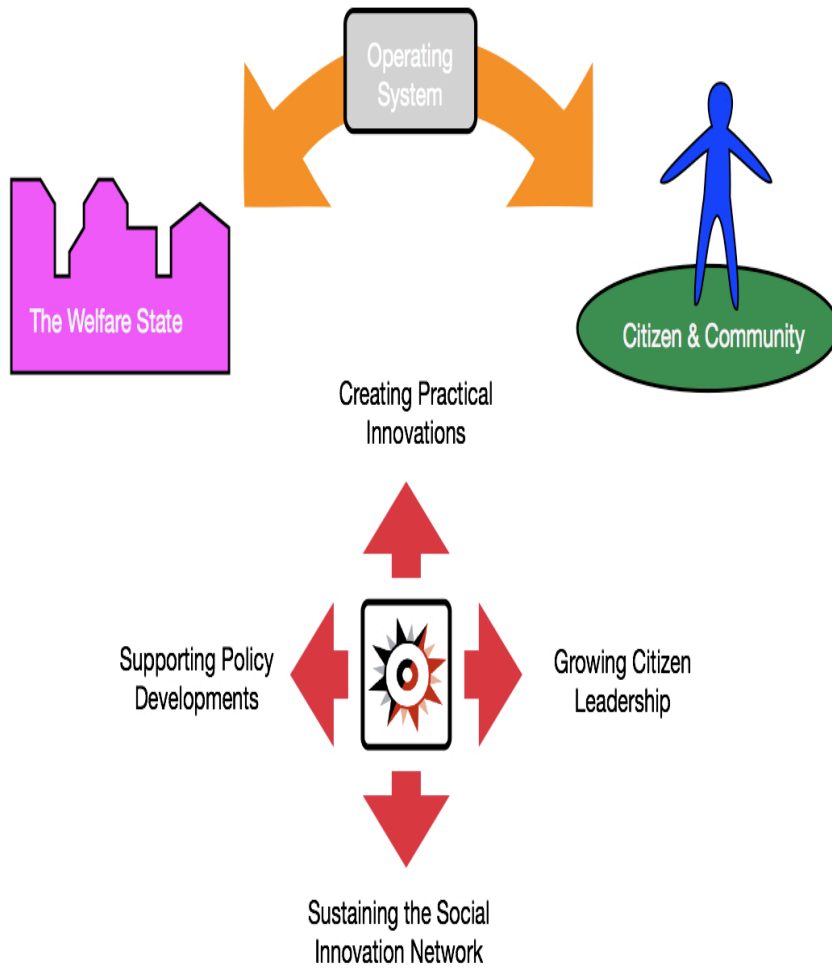
- Coalition agreement: de-facto political consensus
- Adult Social Care policy then legislation (Care Act 2014)
- Piloting of personal budgets in Health, then personalisation in Health Policy (Darzai)
- Special Educational Needs reforms (Children and Families Act 2014)

Role of In Control

“How a small and newly established organisation such as ‘In Control’ was able to achieve the transformation of national social care policy and service delivery guidelines so rapidly and subsequently begin to extend its model into the NHS is, in itself, an evaluation topic of great interest and relevance to policy researchers”

Professor Gerald Wistow – Former Scientific Advisor to the Department of Health
Individual Budgets Policy Team 2005-8

In Control Model for Policy



- Developing, testing and modelling powerful methods for self-direction
- A wide range of key alliances, relationships and networks
- Policy and political influence

We've got some ok policies



The Equality Act 2010



Care Act
2014



Children and Families
Act 2014



Disability Discrimination Act 2005

But.....

Rhetoric and Reality?

Policy rhetoric

However the person chooses to have their needs met, whether by direct payment, by the provision of local authority-arranged or directly provided care and support, or third-party provision, or a mix of these, there should be no constraint on how the needs are met as long as this is reasonable.

10.47 Care and support statutory guidance

People's reality

Could you decide how the money in your personal budget was spent?

No I could not decide **31%**

POET data 2016: 3165 people

People's reality

What do you think about the
Choice and Control you have over your
support?

Poor or
Very Poor 31%

POET data 2016: 3165 people

People's reality

When your support was planned did you know the amount of money allocated to your personal budget ?

No

37%

POET data 2016: 3165 people

Policy rhetoric

The principles underpinning the code of practice are designed to support:

- the participation of children, their parents and young people in decision making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide Support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

People's reality

What do you think about the
Choice and Control you have over your
child's support?

Poor or
Very Poor

30%

EHCP POET data 2016: 1881 parents

People's reality

The relationship you have with people who are paid to be involved in the support of your child.

No
difference

32%

EHCP POET data 2016: 1881 parents

People's reality

Have Education Health and Care plans,
helped you work in partnership with
your colleagues?

Sometimes

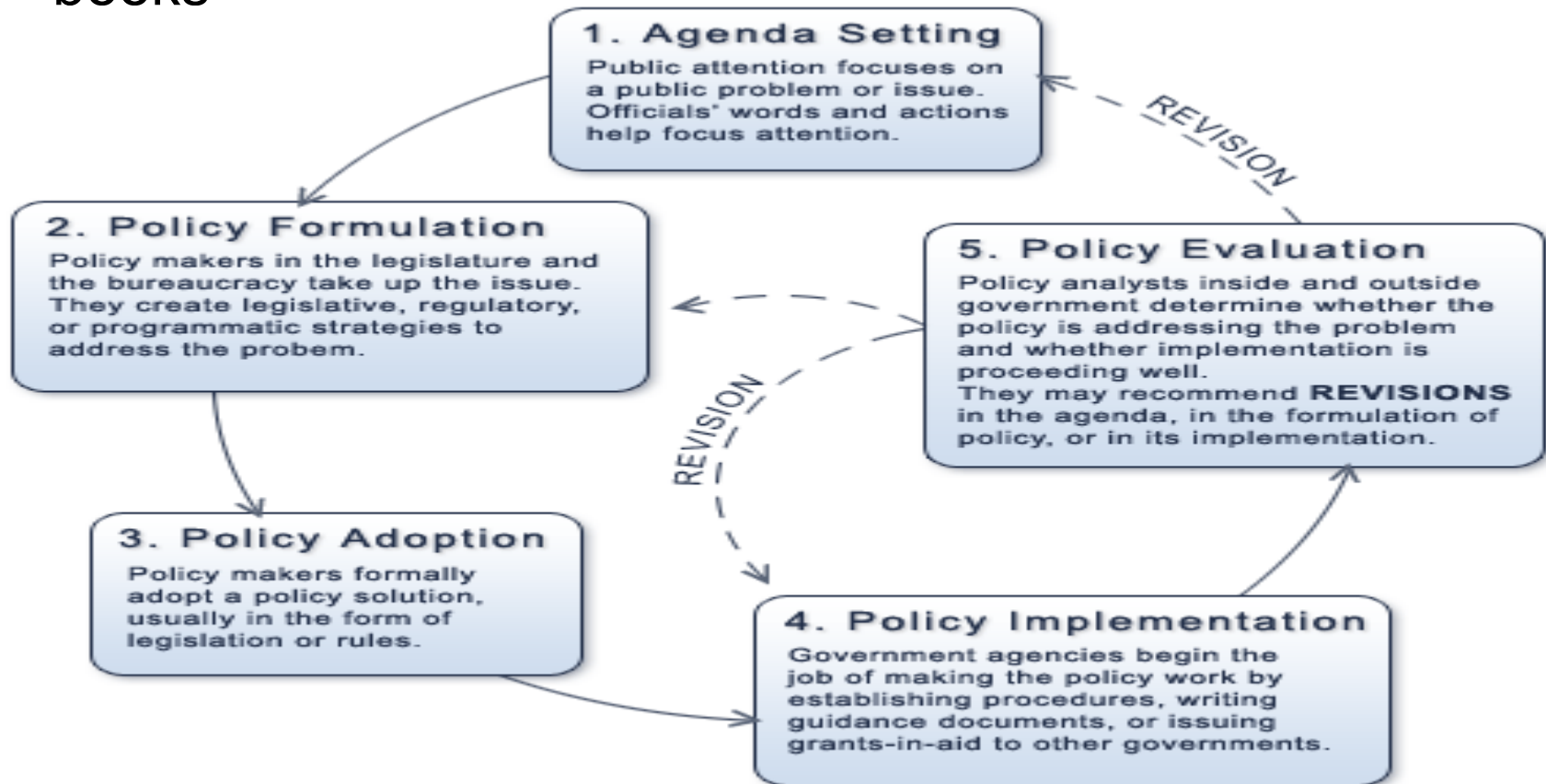
Or **Never**

20%

EHCP POET data 2016: 2989 professionals

Why the rhetoric-reality gap

Because policy development and implementation doesn't happen as in the "rational" (fantasy!) models in the text books

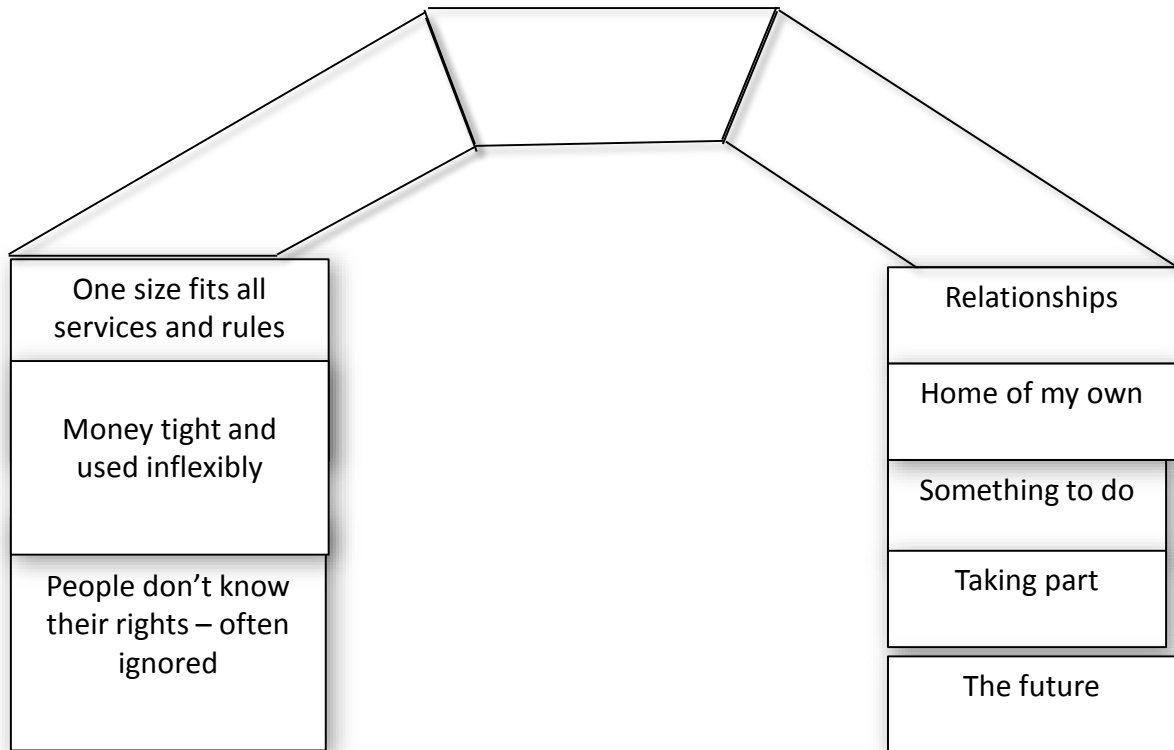


In the real world: the political model

- Power is dispersed at all levels: government departments, local bodies, individual professionals
- Evidence and evaluation is politicised
- “Subject” and “Resource” policies often don’t match
- Implementation strategies, tools and supports may or may not work well
- Policy developed in the “lab” faces very different real world conditions
- Some policies are more easily “adoptable” than others not fully
- People using services and supports and even front line professionals often not strongly involved in design and feedback
- Usually not enough time is allowed to learn and develop

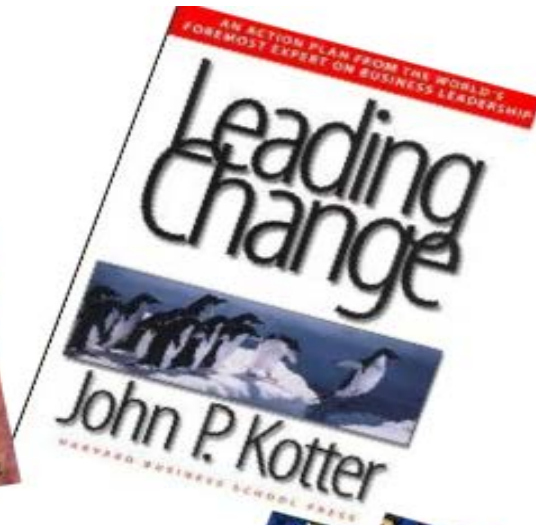
What happens locally is usually more important than what happens nationally

How do we bridge the gap?



Real Wealth, In Control, 2012

So what can we do to realise policy potential? – Lots of theories + guides



References throughout
this webinar to:

Ackoff
Kotter
Marsh
Pierpoint, Forrest and
O'Brien
Smale

*Managing Change
Through Innovation*

Gareth C. Smale
Director of Development
London Business School
London, UK
London: The Stationery Office

Use data, experience and expertise to collectively review what is working and not working

FOUR + ONE QUESTIONS

● TRIED?

● LEARNED?

● PLEASSED ABOUT?

● CONCERNED ABOUT?

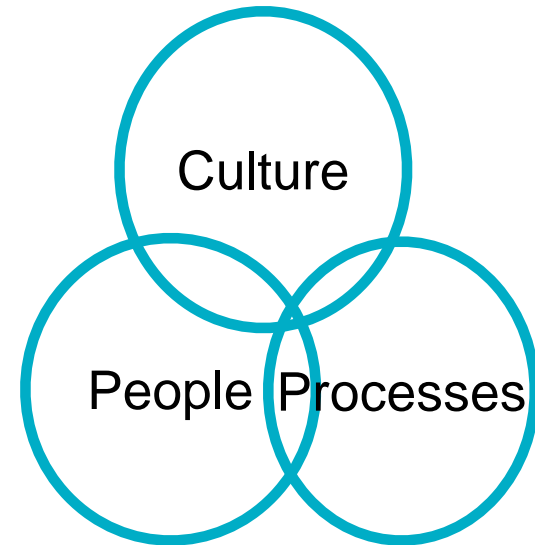
● DO NEXT?



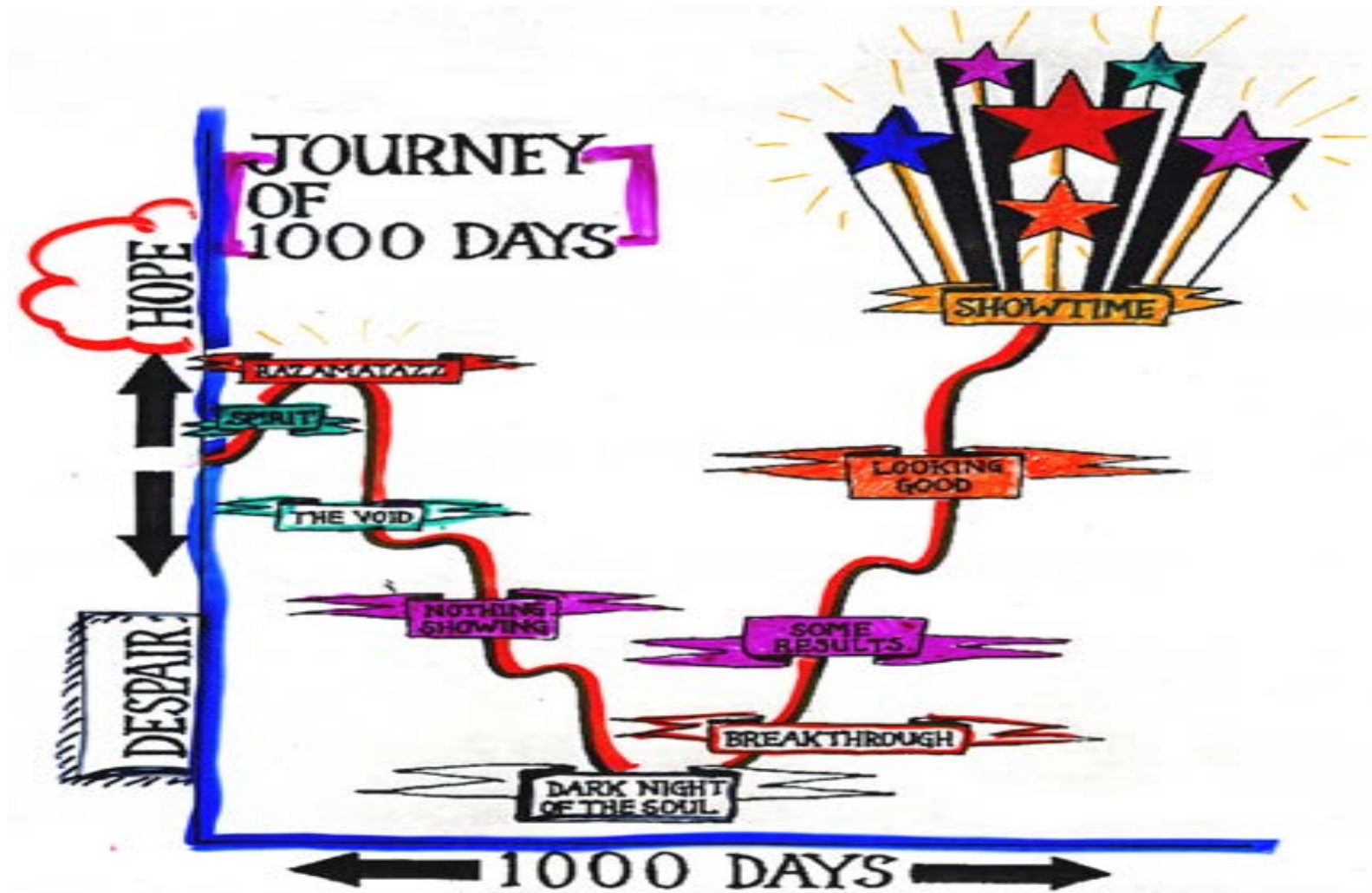
Smale: “The Innovation Trinity”

Planning the introduction of changes or improvements to systems and practice

- **Mapping the people to decide** who should do what with whom: people play different roles in change and you need to be clear so you do the right thing with the right people.
- **Analyse the change** to decide how to manage it and think about timescales: is this an “adoptable” innovation?
- **Understand the context** so you can make use of compatible forces and avoid potential conflicts: organisational culture; relationships with the “outside”; people relationships; other changes going on.



Stick at it



Really, stick at it....

