



Personal Outcomes Evaluation Tool



The importance of a whole life all age approach
to POET

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This session

- The history of POET and what's in place
- Impact to date
- Proposals for a whole life POET
- Discussion

The history of POET and what's in place?

Developed by
In Control and
Lancaster University

10 years
experience

- Adult Social Care (Care Act)
- Children (EHC Plans and SEND)
- Personal Health Budgets (IPC)

Currently
75 Children's sites
22 Adult's sites
31 Health sites

So what is POET?

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in  Co

**Survey for parents of children and young people
who have an education health and care plan**

Questions about your child

1) Name of the local authority that has written to you
[Redacted]

2) Child's age:
[Redacted]

3) Name of the nursery, school, college you are attending
[Redacted]

4) What is the main reason your child needs an EHC plan?
(Tick all that apply)

Learning disability
Social, mental and emotional health
(including challenging behaviour)
Communication and interaction
Sensory (hearing, sight)
Physical disability

Which of the above has the most impact

Questions about the budget

5) Did your child have an EHC plan? (Please tick)

Parent – Children's POET 2013/14

Please tell us what you think

This survey is being done with In Control and Lancaster University with the support of the Department for Education.

Your answers will help us find out how education health and care plans and personal budgets (also called individual budgets) are working. The questions are for parents of children in England who have an education health and care plan and who may also have a personal budget.

An education health and care plan is a legal document describing a young person's needs and the provision to meet those needs and the suitable educational placement.

A **personal budget** is money allocated to parents or young people because of their educational, health or social care needs to achieve specific outcomes.

We will not ask for your name or personal information, but your local authority, school or health service may get a copy of your individual answers, these will be used locally and nationally to help them improve how education health and care plans and personal budgets work. We will share all the anonymised responses with your local authorities. Findings from the survey will be published but people should not be able to tell how you have answered the questions.

Agreement

I am happy to answer the questions and for my answers to be used in the way that has been explained.

YES

NO

Parent – Children's POET 2013/14

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Survey for practitioners working with children and young people with an education health and care plan

1) Which local authority area you work within?

2) Which of the following best describes your role?

Social work professional
Health professional
Educational professional
Care or support worker /learning assistant/ per
Independent broker/support planner
Other – please describe

3) What is your job title / role?
Please describe

4) Are you mainly involved in:

Assessment and development of education
Providing direct support and assistance
Management

Planning support
These are questions about helping to work with using an education health and

5) How many children in total have a plan?

6) How many children who you work with currently have a plan?

Please tell us what you think

This survey is being done with In Control and Lancaster University with the support of the Department for Education.

Your answers will help us find out how education health and care plans and personal budgets (also called individual budgets) are working. The questions are for anyone working in England who works with children with an education health and care plan.

An **education health and care plan** is a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement. A **personal budget** is money allocated to parents or young people because of their education, health or social care needs to achieve specific outcomes.

We will not ask for your name or personal information, but your employer will get a copy of your individual answers, these will be used locally and nationally to help them improve how education health and care plans and personal budgets work. Findings from the survey will be published but people will not be able to tell how you have answered the questions.

Agreement

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YES NO

Children's EHC Staff POET 13/14

Children's EHC Staff POET 13/14

Children's EHC Staff POET 13/14

	
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What POET gives

- A way of measuring and understanding performance as experienced by local people
- A focus on process as well as outcomes
- Datasets big enough to enable us to address questions that could not be investigated using local data only

Why POET works

- Low cost
- Quick and easy to complete on line or on paper
- Able to be repeated
- Asks meaningful questions about what's working (and what isn't working)
- Voluntary
- Provides feedback/support action planning



POET's Reach

Over 8000 people across health, adult social care and children's services have already shared their experiences using POET.





Adult Social Care POET



Adult Social Care POET to date

- One survey – not including Carers this time
- Covers a cohort of 100
- Across LD, OP, PD and MH
- Different budget types
- Includes residential care
 - Postal
 - Telephone survey
 - Face to Face by ULO or voluntary organisation
 - Built into review (Embedded)



Which works
best?



Adult Social Care Survey – About you and the support you get for your Social Care



Who you are	The choices you make	How you experience Process	The impact on your well being
<ul style="list-style-type: none">• Age• Gender• Why you need support• Type of support received• Do you recognise you have a Personal Budget	<ul style="list-style-type: none">• Where is the budget held• Clear allocation of money• Help to plan• How you spend your budget	<ul style="list-style-type: none">• Can you say how much money you have• Were your views included ?• How easy were different things ?	<ul style="list-style-type: none">• Did the support make an impact?• Did having a personal budget make a difference?

We are able to explore the associations between the different areas

Starting to embed POET into IT systems and ongoing commissioning practices

- 19 sites
- Add questions into assessment or review process
- 5 x 5 x 5 model with streamlined set of questions
- Balanced scorecard approach
- 5 things about you
- 5 things about experience and the decisions made
- 5 things about the difference it made
- Council to report key statistics at key points throughout the year

The Care Act 2014 – POET supports the main principles

- ✓ ensures that people's **well-being**, and the outcomes which matter to them, will be at the heart of every decision that is made;
- ✓ creates a new focus on **preventing and delaying needs for care and support**, rather than only intervening at crisis point, and building on the strengths in the community;
- ✓ embeds rights to choice, through care plans and **personal budgets**, and ensuring a range of high quality services are available locally.



Promotes Well-being

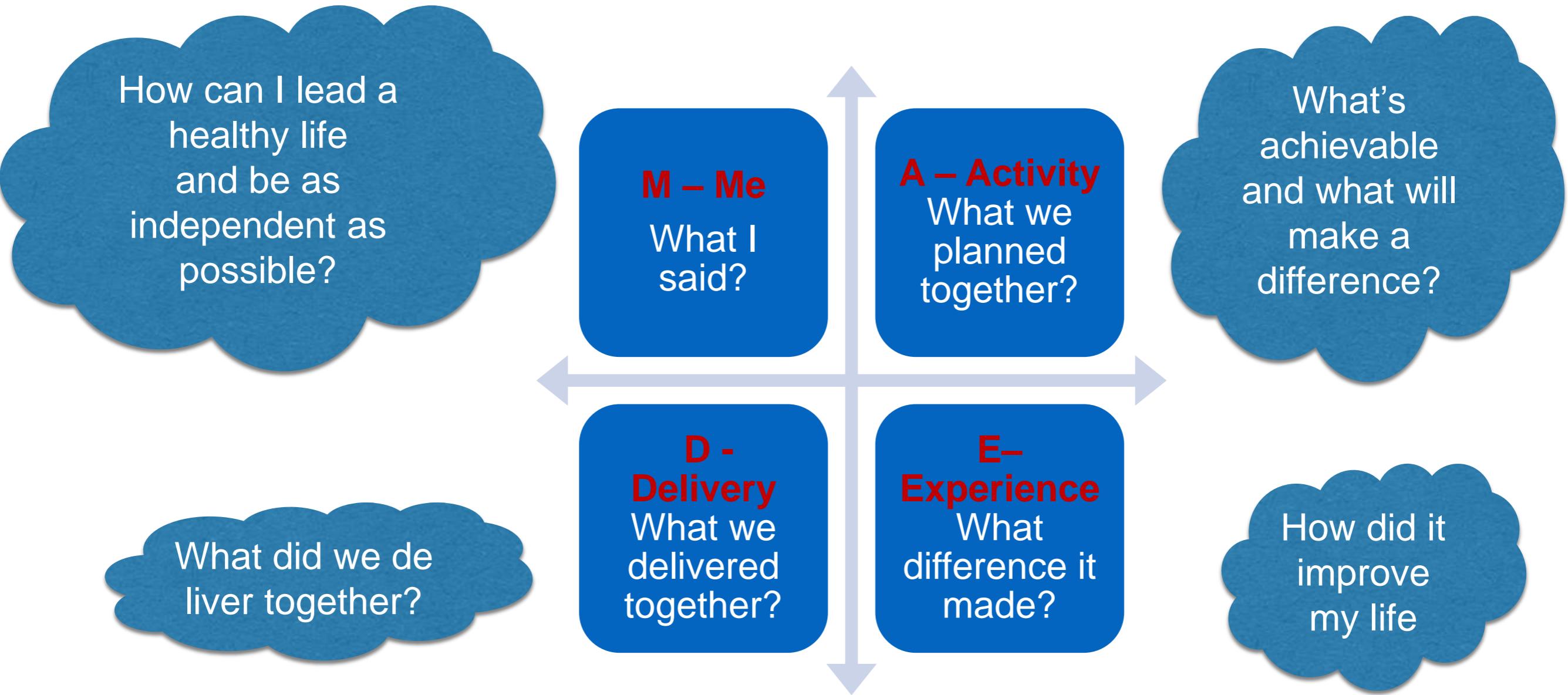


Can build on a strengths based approach and help to realise community assets



Puts people in control

It “MADE” – ensuring good information about what works well and not so well for an individual



What worked well & What did not well ?



Self
Evaluation –
self aware



Sector Led –
honest, open and
accountable



Improved outcomes
in partnership



**What's working
and what's not?**

Children and Young People's POET – the brief

A tool to capture:-

- The experience of obtaining an Education Health and Care Plan (EHCP) and in some cases a personal budget from the perspective of the child/young person, family and practitioner
- Outcomes of having an EHCP (and in some cases a personal budget)



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

SEND Code of Practice

“At a strategic level, partners **must** engage children and young people with SEN disabilities and children’s parents in commissioning decisions, to give useful insights on how to improve services and outcomes.”
(3.18)

“Local authorities, Clinical Commissioning Groups (CCGs) and NHS England (NHSE) **must** develop effective ways of harnessing their views.” (3.18)

Measuring success



Department
for Education

*Special educational needs and disability:
supporting local and national accountability*

March 2015



Measuring the success of the SEND system

Examples of data and intelligence:-

- SEN appeals and outcomes
- EHCPs completed on time
- LA and parent survey data
- POET
- Feedback from Independent Supporters



OFSTED/CQC - Local area SEND consultation

- Inspectors will expect the local area to understand how effective it is, including any aspects of its responsibilities that require further development
- Inspectors will test out the evidence that the local area uses in its self-evaluation
- Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of children and young people with SEND
- A wide range of ways will be used during the 



OFSTED/CQC - Local area SEND consultation

- A wide range of ways will be used during the inspection to obtain the views of children and young people with SEND and their parents/carers
- Effectiveness of personal budgets
- Process questions



https://www.youtube.com/watch?v=EJcNLBLSHn8&feature=em-upload_owner

The Children and Families Act 2014 – POET supports the main principles

- ✓ ensures that children, young people and parent/carers **well-being**, and the outcomes which matter to them, are at the heart of every decision that is made;
- ✓ embeds rights to choice, through person centred education health and care plans and **personal budgets**
- ✓ gives children, young people and parent/carers strengthened rights to be consulted and involved in all aspects of SEND provision

Promotes
Well-being

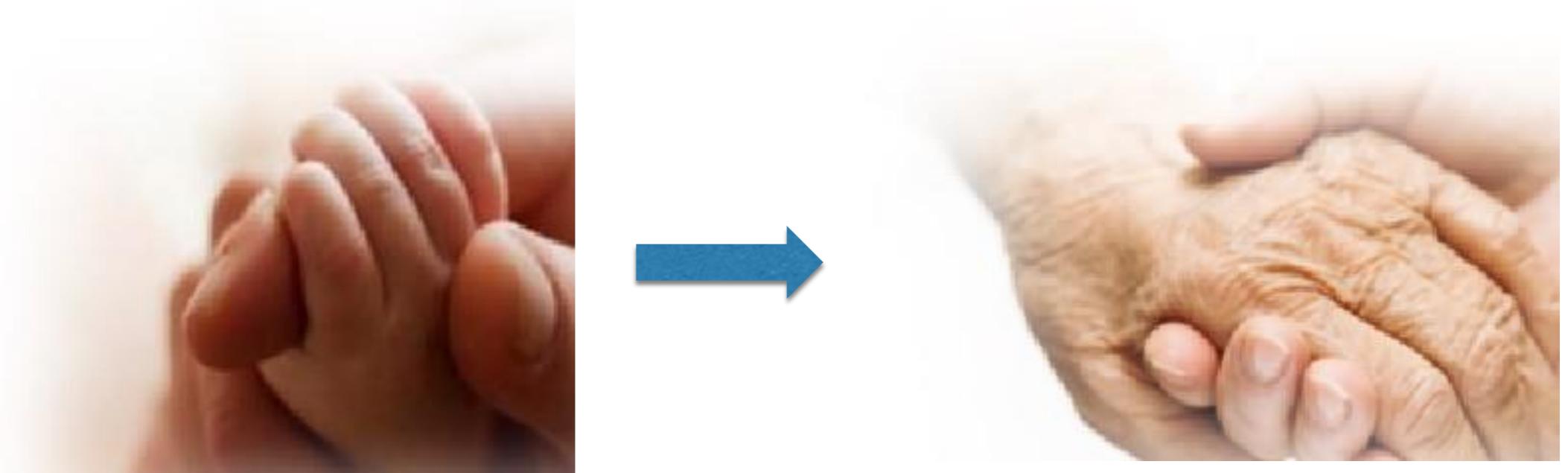
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A whole life POET

- Why it makes sense!

Ensuring a good experience, good health & wellbeing regardless of age, disability and which organisation is delivering the service



Me, my life and my experience

An integrated and collaborative approach

Questions?



What do we mean by a “whole-life” approach to POET?

What are the benefits of delivering a “whole-life” POET?

How can we work together using what we know to achieve better outcomes for individuals and service delivery?

Contact details



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