

dialogue

Leading supported
accommodation
Session 1

Tackling the complexities, monitoring and developmental aspects of the role within the regulatory framework

Amend to

- Purpose of SA
- Roles within SA
- Support v care
- Key regulations and Guidance (Regulations, Guide, SCIFF etc)



Working together today

Confidentiality

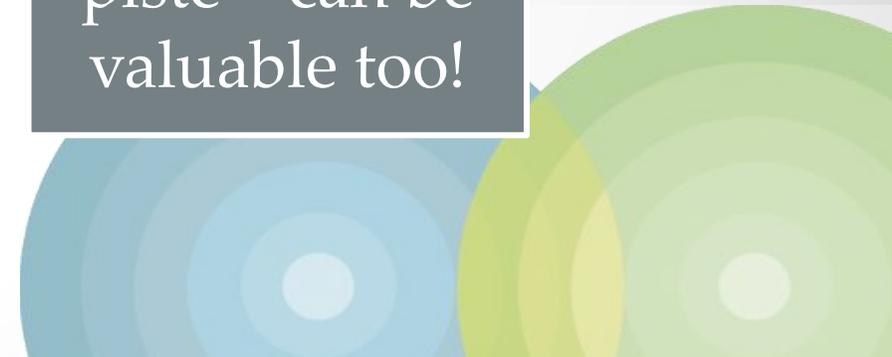
Respect

Diversity of
opinion is
good

Positive
challenge

Naïve
questions are
valuable

Going “off
piste” can be
valuable too!



The Course

- **Cameras should be on**-any reasons why not please agree with the trainer
- The sessions are recorded-be mindful of information disclosure
- There will be group work, please join in to help the learning experience
- You must attend 4 of the 6 sessions for certification
- Take the opportunity to network-this can be a lonely role!
- Any questions in between sessions: liz.cooper@dialogueltd.co.uk



Setting the scene and introduction.....

- Who is everyone- introductions?
- Who am I?
- What do you want from the course?
- Why are you here?



Overview of leaders in SA:

Leadership in SA is currently untested in terms of the expectations of regulators and commissioners. The regulations are not explicit. This will be an opportunity (with peers) to explore the role and to:

- discuss and define the role within the current context of the sector
- analyse the requirements of the role within the context of accountability
- align the requirements of the role to the current regulatory and inspection frameworks.
- define , discuss and review how you undertake the role in an effective regulatory and developmental way.



Guide-what is SA supposed to do?

- Supported accommodation provides accommodation with support for 16- and 17- year-old looked after children and care leavers, to enable them to live semi independently
- Supported accommodation should:
 - offer stability and consistency,
 - enable continuous access to local services including education and healthcare, and should
 - facilitate the development of strong relationships within the local community.
- Supported accommodation should promote positive self-esteem,
- protect against stigma, and
- support young people to access opportunities.



Principles of Supported accommodation

1. I feel safe and secure where I live and in my wider environment.
2. My voice is respected, heard and advocated for, so I can influence the support I receive.
3. I have confidence that the adults who support me understand me, are skilled and work effectively together to best meet my needs.
4. I have my own space that I feel proud of and live in a comfortable, well maintained, and stable accommodation.
5. I receive high-quality, tailored support that sustains my health and wellbeing.
6. I have strong, trusting, and meaningful relationships within my support system and can rely on the adults around me.
7. I feel supported to learn and apply skills for independent adult living.
8. I feel positive about my future and opportunities as a result of the support I receive.



The difference between Care and Support



- Group work
- How do you differentiate between care and support
- What issues does it raise for your services (if any)



Care and support

- **Care**

- the provision of what is necessary for the health, welfare, maintenance, and protection of someone or something
- to look after and provide for the needs of someone
- to feel concern or interest; attach importance to something or someone
- to value and nurture
- to be attentive and responsive to need

- **Support:**

- assistance given to individuals who are capable of caring for themselves but may need additional help to achieve specific goals or maintain their independence.
- empowering individuals to develop their skills and independence.
- supporting young people in developing their independence before transitioning to adult life.



What does the Guide say about care and support?

- 'Care', insofar as it describes a service, is delivered in children's homes and 'support' is delivered in supported accommodation, however everybody delivering supported accommodation should care about young people and create a caring environment.
- Even though the service provided in supported accommodation is called 'support', this provision remains an important part of the children's social care system. As such, supported accommodation is part of the continuum of care and support for looked after children and care leavers as they grow up, and are ready for increased independence on the path to adulthood.



What does the Guide say?

A rigid distinction between 'care' and 'support' would fail to capture the nuance of the varying needs and transitions that are a normal part of a child growing up. When local authorities and providers engage in matching a young person with the right provision, they must consider the individual's specific needs and level of autonomy so that young people live in a place that delivers a service that safeguards and empowers them as well as facilitates their growth and development.

Where a young person has complex needs and/or requires a greater level of ongoing care and supervision, we do not expect that supported accommodation would be appropriate. However, supported accommodation should be flexible enough to accommodate temporary increases in support for young people who would otherwise manage well in this type of provision, enabling placement stability where appropriate.





Quick queries

- What key legislation should you have to hand as a leader in supported accommodation?
- Take a few minutes to list what you should have available to you?



Legislation and Guidance:

- The Supported Accommodation Regulations 2023
- Guide to the regulations
- KCSIE 2023
- Working Together to Safeguard Children 2023
- Care planning , placement and case review regulations 2010 - 2014
- Children Act 1989 et al
- Statutory guidance on promoting health and wellbeing of looked after children.
- NHS Commissioning /CCG Regs 2012 and ongoing
- SEND regulatory revisions 2014 & onwards (eg 2020 re CV)
- RIPA 2000
- Health and Social Care Acts incl 2012
- Counter-Extremism and Safeguarding Bill (2016- to be amended)
- Care Standards Act 2000Mental Capacity Act 2005 and onwards
- Cheshire West judgement (DOLs) 2013
- Safeguarding – Liberty Safeguards 2019
- Legal Aid , Punishing and Sentencing of Offenders Act 2012
- Matrimonial and Family Proceedings Act 1984 Onwards
- Mental Health legislation
- Health and safety legislation various
- Equal Opportunities legislation 2010 onwards
- GDPR 2018
- The Children & Social Work Bill 2016
- Health and Safety at Work Act 1974



Legislation and Guidance – continued:-

- Promoting the Educational Achievement of Looked After Children (2015) plus amendments
 - Tackling CSE action plan (2015) amends 2021
 - Children & Families Act (2014)
 - Care of Unaccompanied and Trafficked Children (2014)
 - Statutory Guidance on Children Who Run Away or Go Missing from Home or Care (2014) and ongoing
 - Statutory Guidance on Short Breaks (2011)
 - National Framework
 - Children Leaving Care Act (2000)
 - The Children Act 1989 Guidance and Regulations V2 care planning, placement and care review
 - & V3: planning transition to adulthood for care leavers
- PHEW!! I am sure I have missed some.....
 - This is NOT about knowing all of these – it is being aware and having a copy available- your own RI drop box perhaps?



SCCIF (social care common inspection framework)

- The experiences and progress of children..are central to inspections. Throughout inspections Ofsted will focus on the issues that make the most difference to children's lives.
- 3 Outcomes:
 - 1) Consistently strong service delivery leads to typically positive experiences and progress. Where improvement's needed, leaders and managers take timely and effective action.
 - 2) Inconsistent quality of service delivery adversely affects some children's experiences and may limit their progress. Leaders and managers must make improvements
 - 3) Serious or widespread weaknesses lead to significant concerns about the experiences and progress. Leaders and managers must take urgent action to address failings.
- Inspectors will use professional judgement to assess whether support is effective and what impact that support is having on experiences and progress.
- [Social care common inspection framework \(SCCIF\): supported accommodation for looked after children and care leavers aged 16 and 17 - GOV.UK](https://www.gov.uk/government/publications/social-care-common-inspection-framework-supported-accommodation-for-looked-after-children-and-care-leavers-aged-16-and-17) (www.gov.uk)



- Focus areas:
 - The overall experiences and progress of children
 - How well children are helped and protected
 - The effectiveness of leaders and managers
- You DO NOT have to meet all the criteria but an overall balance will be drawn by the inspector on the overall support and experiences for children.
 - Failing to meet some criteria does not exclude you from achieving Outcome 1
 - Inspectors will use both the Regulations and the Guide when making requirements and recommendations.



Roles within supported accommodation

- **Registered Provider:** The registered provider is the legal entity responsible for providing the service. They ensure that the service adheres to quality standards, the Care Standards Act 2000, and relevant regulations. The registered provider can be an organization, a partnership, or an individual.
- **Registered Service Manager:** The registered service manager oversees and is accountable for managing all categories of supported accommodation and premises offered by the service. They play a crucial role in ensuring the effective operation of the accommodation.
- **Nominated Individual:** The nominated individual is a **point of contact for regulatory purposes**. However, not all providers need to have a nominated individual. Instead, they must identify someone who will serve as a point of contact for regulatory matters
- **Nominated Individuals may also be RSMs** as long as they meet the requirements of both roles. They must apply
 - separately for both roles (SC2)
- If you are an **individual provider**, you can be both the registered provider and the nominated individual. In this case, your name will appear on the registration certificate.
- However, if you are a **partnership or organization**, you do not necessarily need a nominated individual. Instead, you must designate a point of contact for regulatory purposes.
- The registered provider and the registered service manager are collectively referred to as the 'registered person' after registration. So, while the roles can overlap, they serve distinct functions within the supported accommodation framework.



Questions

- What position do you have in the organisation?
- What does that entail?
- Are there clear lines of accountability?
- Is there a vision in your organisation?
- Do you know what skills you have as a leader?
- Do you know your management style?
- Do you know what impact you intend to have as a leader?
- Have you planned any of this???????



Capacity and capability

- How many services are you responsible for ? Too many?
- Delegated lines of monitoring when you are the leader for a number of homes?
- Are these secure? Do you get the information you need?
- How well do you know the Quality Standards, Regulations, SCIFF and Guide?
- Will you supervise staff and which ones? if you delegate, how will you be assured that all is well- or not?
- If you are the RP, RSM & NI, where do you get your supervision from?
- How will you maintain your accountability in this situation?
Remembering that accountability always sits with you too.



Next Steps

- Set up your drop box
- evidence folder
- CPD evidence
- Any queries
- Any questions
- Email liz.cooper@dialogueltd.co.uk

