

Principle 1:

Planning and decision making should be carried out in a person-centred way



Principles of Good Transitions 3

Scottish Transitions Forum
Second Edition 2019



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The Seven Principles of Good Transitions

1

Planning and decision making should be carried out in a person-centred way

2

Support should be co-ordinated across all services

3

Planning should start early and continue up to age 25

4

All young people should get the support they need

5

Young people, parents and carers must have access to the information they need

6

Families and carers need support

7

A continued focus on transitions across Scotland

Principle 1

Planning and decision making should be carried out in a person-centred way

This means:

- Young people should be at the centre of their transition planning
- A shared understanding and commitment to person-centred approaches across all services
- Young people should have a single plan

Young people should be at the centre of their transition planning

The wishes of children and young people should be at the centre of any decisions made about their health or social care support¹. This follows the belief that young people and those who care for them are best placed to know what they need, provided they have access to the right information and support. Section 8 of the Social Care (Self-directed Support) (Scotland) Act 2013 and sections 33 and 35 of the Children and Young People (Scotland) Act 2014 outlines how professionals and decision makers must have regard to the views of the child.

'Young people can be funneled into routes they've not chosen. There was one young man with a learning disability and epilepsy. They thought college would be the best place for him, but he doesn't like being indoors. He loved being outdoors with animals. They got the right person-centered planning facilitators in. He bought some hens, got a business loan, and now he sells eggs at farmers' markets. His seizures went down and he reports as happier.'

Manager, voluntary sector, "Where Next?" Evaluation of the STF (2015) p15

Rights based approaches can lead to informed choice and positive outcomes for those involved. Within the PANEL principles these rights include:

- Ensuring their right to say what they think should happen
- Being in control of their own lives and making their own decisions
- Having their opinions considered.

More information about the PANEL principles and UNCRC can be found in the Introduction section.

The legislation, policy and guidance that supports this approach is:

- The Social Care (Self-directed support) (Scotland) Act 2013 guidance² adopts a rights based approach and discusses these ideas in the supported persons' pathway and the duty to provide 'informed choice', 'personal outcome assessment' and the PANEL principles³
- The Children and Young People (Scotland) Act 2014 refers to due regard to the views of the child, the child's parents and others, in the context of the preparation of a Child's Plan

- The GIRFEC Guidance⁴ lists its principles as putting the child at the centre and taking a whole-child approach. This means the young person should be informed and involved throughout the child planning process
- The Education (Additional Support for Learning) (Scotland) Act 2004 and its associated code of practice⁵ state that children, young people and those who care for them have a right to have their views considered. An example of this can be found in Chapter 6 paragraph 21 of the Code; ‘within their senior phase at school, those with additional support needs should engage personally in the transition planning process to help them to prepare their plans for the next stage in their education, training or employment’
- The Carers (Scotland) Act 2016 states that carers must be involved and have their views and caring role considered when determining the need for support for the cared for person in so far as it is reasonable and practical to do so
- The National Institute for Health and Care Excellence (NICE) transitions guidelines state in section 1.2.11 that service managers should ensure that a range of tools are available and used to help young people communicate effectively with practitioners
- Aftercare duties (under Part 10 of the Children and Young People (Scotland) Act 2014) need to be included in the graduated and extended transitions for looked-after young people, especially relating to accessing on-going person-centred support as they move into adult services.

A shared understanding and commitment to person-centred approaches across all services

All assessments and plans for young people in transition must follow person-centred principles, however different professional groups may have varying understandings of what the term 'person-centred' means. For example, 'outcomes-based assessment' (such as 'Talking Points'⁶), 'co-production', 'co-design' and 'personalisation' are all used to describe similar approaches⁷.

The Social Care (Self-directed Support) (Scotland) Act 2013 states there must be a focus on outcomes and the Children and Young People (Scotland) Act 2014 states there must be a focus on wellbeing for young people, including those going through transitions. These different approaches should be combined in the Child's Planning process. Where the young person has a Child's Plan, this might include an assessment of wellbeing and a note of the outcome(s) to be achieved through supports, such as a targeted intervention. Other assessments carried out at this time might explore such things as young people becoming adult carers but the same principles apply (Carers (Scotland) Act 2016).

Best practice

There is evidence that person-centred approaches provide a way to improve outcomes for young people in transition⁸ and have been used successfully for many years, particularly by the voluntary sector.^{9 10} Person-centred planning, in its truest sense, explores a young person's aspirations and is not limited by eligibility or entitlement. To achieve the best outcomes for young people, it is good practice for the assessment process to be separated from budget considerations¹¹, however, planning within the assessment needs to consider the reality of limited resources. Adult assessments used during transitions need to be holistic and explore the personal outcomes of the young person regardless of whether they will be met with support from statutory or universal services.

'You go from children's services, which are set up for kids, to adult services. It's a bit grim, another world. At one meeting we were at, there were 14 people in a strange room. One 20-minute meeting, and that was the transition.'

Transition project worker, voluntary sector, "Where Next?"
Evaluation of the STF (2015) p15

Supporting Positive Paths

Positive Paths support young children and adults with additional support needs to develop lifetime learning, a sense of belonging and the social side of life. Our members are encouraged to be present in their community with a central focus on emotional wellbeing as they move through different stages (paths) in life. As things change, so does our support. We provide a service for both day support and the social side of life.

By encouraging children to mix with peers, develop friendships and socially interact through play, we help to build their confidence and develop strong and stable relationships. This establishes a foundation from which their transition can be supported through school and beyond.

As members leave school or college their goals change, so we adapt our support to help them achieve their future paths. We encourage members to share experiences with their peers who know what they are feeling and barriers they are facing. This also provides opportunities for members to share costs of support.

As friendships develop through shared experiences, so do the social aspects of life such as catching up at the weekend or going on holiday together. This helps provide respite opportunities where members and families can relax. Members who stay with us can become part of the team to support new members in their paths, sharing their achievements and providing role models for Positive Futures.

A trained planner, ideally one who is external to health, education and social care, should facilitate the person-centred planning process. Offering young people the choice of having a person-centred plan supports the duties laid out in a range of legislation by:

- Providing a mechanism to support the information-gathering stage that schools must complete at least a year before the young person is due to leave school¹²
- Supporting outcome planning¹³. Information gathered during this process can be fed back into commissioning processes via Local Outcome Improvement Plans, health and social care integrated processes, which supports recommendations from the Christie Commission¹⁴
- Providing a mechanism to explore indicative budgets¹⁵.

Not all young people may want a person-centred plan in its fullest sense and other planning approaches should be available. However, they must have their rights respected and be provided with the relevant information and support to make an informed choice of what is right for them¹⁶.

Young people should have a single plan

Where there is no shared planning process in place, professionals will make separate plans for different but overlapping aspects of the young person's life. This means that young people, parents and carers have to tell their stories multiple times to different professionals. This is frustrating for those involved, involves a duplication of work and is inconsistent with person-centred approaches. The Child's Plan processes set out in the Children and Young People (Scotland) Act 2014 seeks to remedy this but are not yet in force.



The Child's Plan

The Children and Young People (Scotland) Act 2014 might place a duty on public bodies and those providing services on their behalf to come together to create what is known as the Child's Plan. However, just as not everyone will need the help of a Named Person, not all children will have a Child's Plan. It will most likely be used for children and young people who have significant wellbeing concerns, additional support needs or complex care needs and whose wellbeing needs can only be met through the provision of targeted support.

The Child's Plan might contain information about:

- Why a child or young person needs support
- The type of support a young person needs, how long support will be required and who should provide it
- Wellbeing concerns and outcomes
- Who is responsible for delivering the plan
- All plans relevant to the planning process, including the Co-ordinated Support Plan or other educational plans
- Views of the young person and their carers.

The Child's Plan framework should ensure a co-ordinated approach which means that vital information which may be required in several statutory plans can be recorded in one place.

Best Practice

It is good practice to make children's plans available in 'easy read' and 'care passport' formats. Work is currently being undertaken in this area by PAMIS for children with multiple and complex needs¹⁷. The plan should contain information that demonstrates how the young person is best supported. This information can accompany them when they contact different services such as education, support providers or health and social care. Professionals can refer to it to provide seamless assessments and reduce duplication.

References

- ¹ These duties are mentioned in the above legislative flowchart and consist of the Social Care (Self-directed Support) (Scotland) Act 2013 and the Children and Young People (Scotland) Act 2014
- ² Scottish Executive (2013) Statutory guidance to accompany the Social Care (Self-directed Support) (Scotland) Act 2013. HMSO. Edinburgh
- ³ Page 25 of the Scottish Executive (2013) Statutory guidance to accompany the Social Care (Self-directed Support) (Scotland) Act 2013
- ⁴ Scottish. Government (2008) A Guide to Getting it Right for Every Child. HMSO
- ⁵ “Supporting Children’s Learning” Scottish Government (2010) - Chapter 7 of the Code provides guidance on how to seek views of the child – especially where communication difficulties exist
- ⁶ JIT (2012). Talking Points: The Personal Outcomes Approach. Edinburgh
- ⁷ Person centred planning was defined in Principles of Good Transitions 2 (2014)
- ⁸ Cook, A and Miller, E (2012) Talking Points: Personal Outcomes Approach. And Joint Improvement Team (2006). The Emergence of Person Centred Planning as evidence based practice. Journal of integrated care
- ⁹ (<https://www.thistle.org.uk/youngpeople>)
- ¹⁰ <http://www.shirlie.co.uk/content/schools-transitions>
- ¹¹ BASW (2013) An Enquiry into the State of Social Work. All Party Parliamentary Group report. BASW
- ¹² As laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 (sections 12 and 13)
- ¹³ As detailed in the Public Bodies (Joint Working) (Scotland) Act 2014 (section 29) and the Community Empowerment (Scotland) Act 2015 (Part 2, Community Planning)

- ¹⁴ Scottish Government (2012). Christie Commission Report. Commission on the future of Public Services Delivery. HMSO
- ¹⁵ As described in the Social Care (Self-directed Support) (Scotland) Act 2013 guidance
- ¹⁶ This applies to the educational and transition planning carried out under the framework of the Education (Additional Support for Learning) (Scotland) Act 2004 and the Child's Plan under the Children and Young People (Scotland) Act 2014. It also supports the principles of independence, personal outcomes, choice and control, in line with the Social Care (Self-directed Support) (Scotland) Act 2013
- ¹⁷ Digital Passports info can be accessed here http://www.pamis.org.uk/_page.php?id=85





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