

## Principle 4:

All young people should  
get the support they need

## 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 4

### **All young people should get the support they need**

This means:

- Eligibility criteria should be applied equitably across Scotland
- Support should be available for those who do not meet eligibility criteria
- An improved understanding of the number of young people who require support and levels of unmet need
- Planning and decision-making for services should be done in partnership with young people and their carers



## Eligibility criteria should be applied equitably across Scotland

The level of funding available for health and social care services is reducing as austerity measures are implemented<sup>1</sup>. This has impacted on the eligibility criteria set by local authorities to determine who can receive funded support within adult services<sup>2</sup>. The Contact a Family Report<sup>3</sup> states '34% of families with a disabled child are going without heating, 29% are going without food and 35% of families have taken out a loan for the basic needs.' In many authority areas funded support is provided only if individuals meet criteria such as 'substantial' or 'critical' level of need. In some areas funds are limited to critical need only and eligibility is focused on preventing crisis<sup>4</sup>.

Young people have the right to access proper housing, food, clothing and financial help to take part (UNCRC articles 18, 26 and 27). In response to this the Scottish Government have implemented measures to help move away from the application of eligibility criteria in children's services. Early intervention philosophy is embedded in the Early Year's Framework and in the increasing focus on wellbeing. Undertaking these approaches should improve access to preventative approaches supported by Self-directed Support. However, a system of eligibility criteria still exists in children's services as we move to implementation.

Investment made in the early years may be lost as children move into adult life<sup>5</sup>. As children, they may have received substantial packages from social work and specialist health provision in addition to universal services such as education. This support may reduce considerably and abruptly when they become an adult as fewer resources are available to fund further education and adult health and social care. This is particularly the case for people who do not meet eligibility criteria for funded adult health and social care services, for example young autistic people.

‘Significant cuts in respite and uncertainty about suitable respite availability when young people become young adults leave many families confused, unheard and deeply fearful about coping as a family in the longer term.’

Edinburgh University, Health and Social Care Transitions Alliance study<sup>6</sup>



Many Scottish Transitions Forum members tell us they are concerned about inequities and inconsistencies in the application of eligibility criteria across and between local authorities<sup>7</sup> and from child to adult services. Where eligibility criteria are in place, they should be implemented consistently and fairly, and the reasons for decisions should be clearly communicated to allow realistic and early planning to take place.

Members tell us that a young adult's access to services is often based on assessments that describe the 'worst-case scenario'. This can paint an incomplete picture of the young adult's life and those who care

for them. However, due to funding cuts professionals are aware that often only the most negative of situations are eligible for support when young people move to adult services. This deficit model presents young adults as consumers of services, rather than contributors to society and is a barrier to them achieving their potential. Outcome based approaches through Self-directed Support and the focus on the wellbeing of children and young people seek to remedy this situation.

## **Support should be available for those who do not meet eligibility criteria**

Without some support, even a little, many young people with additional support needs may fail to achieve their potential<sup>8</sup>. Many young people will benefit from extra help to consider options, including those outwith those usually provided by health and social care partnerships.

Supporting young people to identify their personal outcomes leads to increased choice and control over their lives. The Social Care (Self-directed Support) (Scotland) Act 2013<sup>9</sup> and other agendas, such as the Scottish Strategy for Autism<sup>10</sup>, Keys to Life<sup>11</sup>, Personalisation<sup>12</sup>, Reshaping Care<sup>13</sup> and the Scottish Transitions Forum evaluation report “Where Next?”<sup>14</sup> have found that there is value in pursuing alternative supports to traditional services. Offering support to enable people to be more connected in their local communities helps to enhance both individual and community health and wellbeing. Other measures include helping families to plan activities together and explore pooled budgets.

The Curriculum for Excellence should be used to develop a young person's skills to become independent, such as learning to use public transport and understanding rights and responsibilities. Community learning or further education could help to continue the development of these skills after they have left school. Examples of how education about transitions can be incorporated into the curriculum are demonstrated by the work of Playback Plc.<sup>15</sup> and LEAD Scotland<sup>16</sup>.

In the absence of funded support from health and social care, parents or carers often have to support the young person themselves. For some, this means having to leave their employment once services provided by education, further education and children's services have come to an end. The additional strain this puts on families can lead to crisis. Aside from the impact this can have on health and wellbeing, the absence of support through an established transitions pathway may cost more in the longer term<sup>17</sup>.

Young people with additional support needs, in particular disabilities, at the ages of 16 and 26 are less satisfied with their lives and report lower wellbeing than non-disabled people of the same age<sup>18</sup>. Many feel that they are not granted a right to be part of the community, and to have choices<sup>19</sup>.

‘Despite Government policy that Skills Development Scotland should raise young people’s expectations and aspirations, especially for those needing additional support, negative assumptions may be made about some young people’s potential, with employment options seldom considered’<sup>20</sup>.

Dr Kirsten Stalker, ‘It all comes down to money’, p36 -37

Many young people who do not meet adult service eligibility criteria may be able to access supported employment services. There are a range of services provided by voluntary sector organisations to help to find and sustain employment opportunities, for example: Real Jobs<sup>21</sup>, PAMIS - Future Choices<sup>22</sup>, Project SEARCH<sup>23</sup>, SHARE Scotland and Cornerstones Moving on Transitions Project<sup>24</sup>. However, only a minority of people with learning disabilities have a paid job, and where people are employed they often work for less than sixteen hours per week<sup>25</sup>.

Skills Development Scotland<sup>26</sup> and Opportunities for All<sup>27</sup> work with young people to find employment. However, both these services come with their own eligibility criteria and ways of working, which might present barriers to access for young people with additional support needs.<sup>28</sup>

Not all young people with additional support needs are eligible for support but regardless of whether they are eligible for funded services, they should still be helped to engage with their community in ways that allow them to be included and valued. Community advocacy, active citizenship and engagement projects can help people achieve this. These approaches are echoed in the Creating a Fairer Scotland: A New Future for Employability Support Consultation Response Report<sup>29</sup> and can also be found in the actions outlined in the Fairer Scotland for Disabled People plan<sup>30</sup> which include halving the employment gap for disabled people, offering the highest level of financial support to disabled Modern Apprentices and introducing a new work experience programme.

## Independent Living Fund Transition Fund

### What is it?

The ILF Scotland Transition Fund provides money, for up to one year, to support young people living with disabilities (as defined in the Equality Act 2010) to improve their lives. This includes autism, learning difficulty, physical disability, mental health (e.g. anxiety or depression) or hearing or visual impairments.

The purpose of the Fund is to help young people, between the ages of 16 and 21 living with disabilities, with the transition after leaving school or children's services to be more independent and to continue spending time with other people.

### Who can apply?

You can apply for the **ILF Transition Fund** if you:

- Are between the age of 15 and 21 years old (if you apply at 15 you won't receive the money until you turn 16 and if you are 21 applications must be made before your 22nd birthday).
- Have lived in Scotland for the last 6 months.
- Have an impairment or disability (as defined in the Equality Act 2010).
- Have less than £26,250 of personal savings.

For more information or to apply go to:  
**[www.ilf.scot](http://www.ilf.scot)** or phone **0300 200 2022**

## **An improved understanding of the number of young people who require support and levels of unmet need**

We currently do not have all the information needed to establish a clear picture of the numbers of young people with additional support needs who are receiving post school support, the outcomes they are achieving in different areas and the levels of unmet need. Increasing our understanding of this will help to inform and measure improvement and achieve sustainable change.

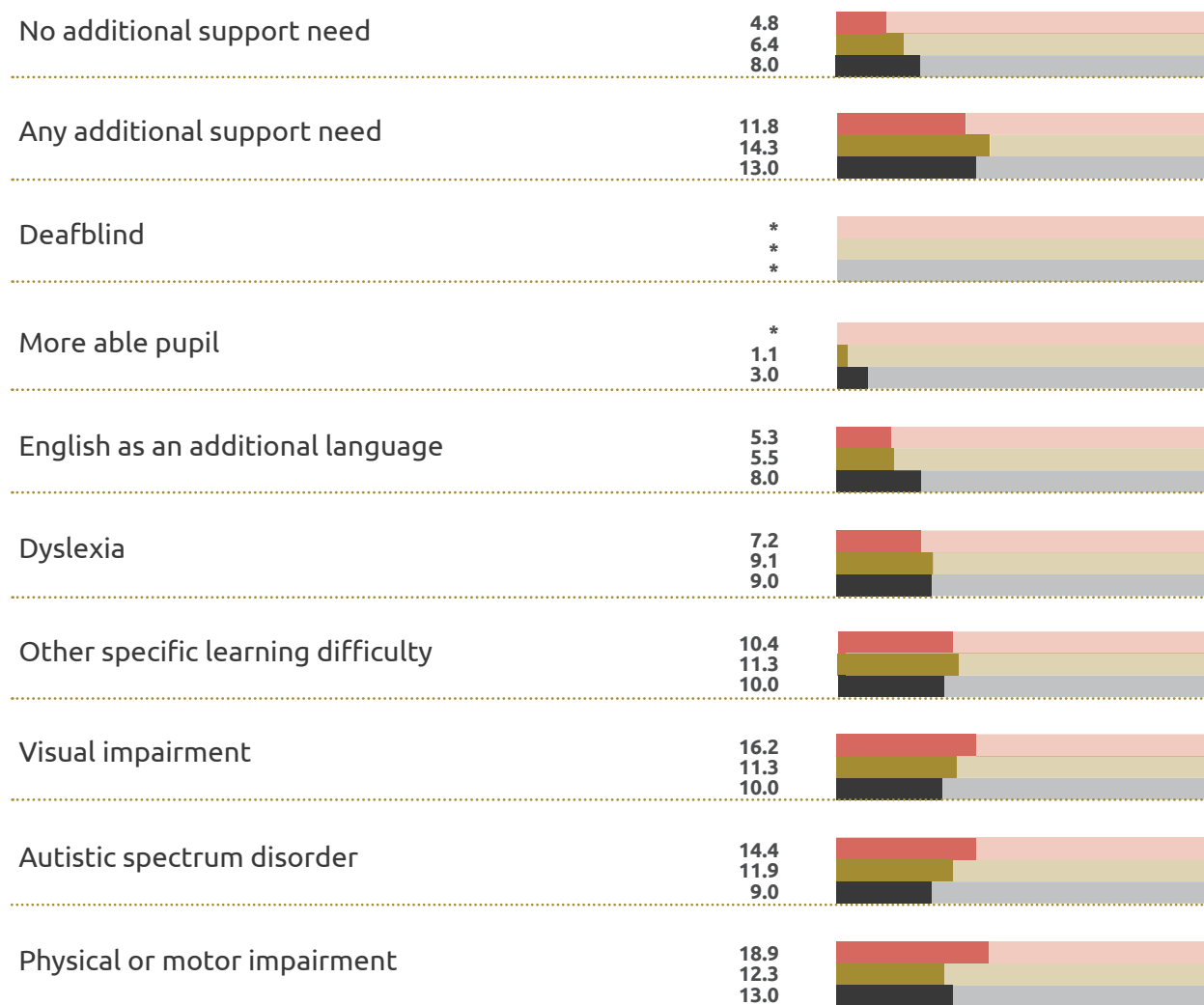
Work is currently underway to address this, including the use of post 16 tracking data by Skills Development Scotland. Other work is being carried out through the Autism Improvement programme, the Scottish Strategy for Autism, Keys to Life, Learning Disability Observatory and the exploration of support needs data in the NHS<sup>31</sup>.

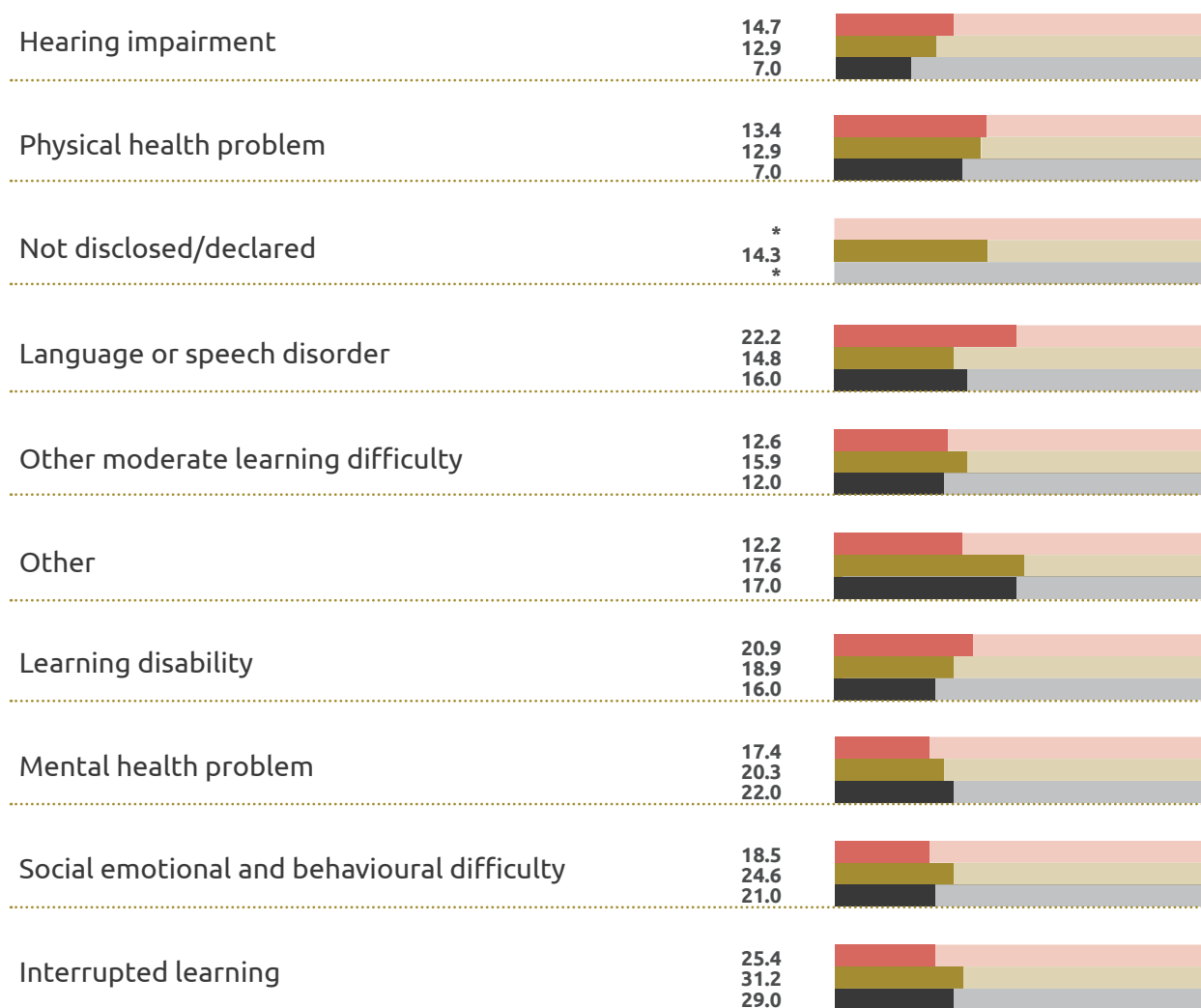




## Percent of Secondary and Special schools leavers from publically funded Schools in Scotland not in a positive destination comparison between years 2012 – 2017

- Percent not in positive destination 2016/17
- Percent not in positive destination 2014/15
- Percent not in positive destination 2012/13





The above data has been taken from Scottish Government Attainment and Leaver Destinations Supplementary data<sup>32</sup>. We have used data from 2012/13, 2014/15 and 2016/17.

## Data hub

The 16+ data hub is a secure online portal which allows a range of partners, including Skills Development Scotland, to input and access a combined database of information on individuals as provided for in the Education (Additional Support for Learning) (Scotland) Act 2004 with consent from those who hold the data and other legislative requirements.

This new approach to data gathering should help explore what the young people who have left school or college have gone on to and thus help provide a better overall picture of young people with additional support needs in Scotland.

The 16+ data hub reports help partners to provide targeted support to young people, specifically those not in education, training or employment. The information includes details of all young people aged 16-24 who are:

- Receiving careers support
- Planning on leaving school
- Starting and withdrawing from college
- Receiving benefits.

The exchange of data allows reports to be extracted that are tailored to partners' specific areas. Regular uploading of data by partners ensures the reports are up to date.

The participation measure is being developed by Skills Development Scotland and will inform the Scottish Government's National Performance Indicator which is 'to increase the proportion of young people in learning, training and work.' It will support the overall ambitions of Opportunities for All and allow an assessment of the impact and support provided by partner agencies on the 16-19 age group. This will help young people access the support, learning and training they need as they move toward employment<sup>33</sup>.

## **Planning and decision-making for services should be done in partnership with young people and their carers**

Section 4 of the Community Empowerment (Scotland) Act 2015 and the Joint Strategic Commissioning Model<sup>34</sup> requires community planning partnerships to enable community bodies to participate in community planning. Partnerships should identify 'bodies [which] represent the interests of persons who experience inequalities of outcome that result from socio-economic disadvantage.' According to research carried out by Contact a Family<sup>35</sup> this would include disability groups. Other areas would include youth forums, carers, single-parent families, and any groups that represent people with any additional need where they are economically disadvantaged.

### Best practice

Young people and their carers often feel disconnected from the planning and commissioning processes that affect them<sup>36</sup>. It is good practice that they are encouraged and given the opportunity to influence and inform the commissioning processes of local authorities (UNCRC article 12 and the Public-Sector Equality Duties). Many young people and their carers will require support to develop the skills, confidence and knowledge to participate meaningfully in what are sometimes complex decision-making processes. Where these opportunities do not exist, efforts should be made to develop them. The co-production of services has a positive impact on commissioning the most needed and appropriate services<sup>37</sup>.

'Age-banded' or 'age-dedicated' adolescent clinics can provide a platform to reach young people to involve them in the exploration of opportunities needed in the community and in the development of existing services to enable a real difference to be made<sup>38</sup>. Initiatives such as the National Standards for Community Engagement<sup>39</sup>, Community Empowerment (Scotland) Act 2015<sup>40</sup> and the Charter for Involvement<sup>41</sup> provide useful frameworks to help structure and support involvement of this nature.

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[http://www.actiongroup.org.uk/images/RJ\\_TRANS\\_report\\_2013.pdf](http://www.actiongroup.org.uk/images/RJ_TRANS_report_2013.pdf)
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- <sup>25</sup> Scottish Government. The Keys to Life: Improving Quality of Life for People with Learning Disabilities (2013) p.94 <http://www.scotland.gov.uk/Resource/0042/00424389.pdf> In 2012, 3,393 adults with learning disabilities were in employment or training for employment. This is 13 per cent of all adults with learning disabilities. This represents a decrease of 16.1 per cent (653 adults) on the proportion of adults in employment or training for



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