

PRINCIPLES  
into  
PRACTICE

# Impact Report

May 2023

Based on the Principles of Good Transitions



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### More information about Principles into Practice

See here for practice examples, news and resources:  
[www.pn2p.scot](http://www.pn2p.scot)



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## Purpose of report

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This report provides information about the progress and impact of the trials of 'Principles into Practice' carried out by ARC Scotland in partnership with the Scottish Government Supporting Disabled Children and Young People Unit and the Children and Young People's Improvement Collaborative over a two-year period.

It also provides links to access all relevant resources.

## Introduction

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Principles into Practice is the first national framework that offers practical guidance and evaluation measures to improve the planning and delivery of support for young people aged 14-25 who need additional support, and their parents and carers, as they make the transition to young adult life. It aims to embed the seven Principles of Good Transitions into planning and practice in local authority areas across Scotland.

It is intended to be used by strategic leads, policy makers and practitioners from all sectors who are responsible for transitions in their local authority area. It can also be used by individual services and teams; however, the trials have found that long-term sustainable improvements are more likely to be achieved when working in collaboration with others with a strategic commitment at a local authority level.

Principles into Practice has been developed following a decade of engagement and consultation by ARC Scotland, including building partnerships with statutory sector strategic leads, Scottish Government representatives, Social Work Scotland, Association of Directors of Education Scotland, Scottish Transitions Forum members, parents and carers, and young people.

ARC Scotland has also created Compass, a digital web application to help with transitions planning. There are three versions of Compass: for young people, their parents and carers, and the practitioners who support them. Each version gives the user accessible and personalised information about the most important topics, at the right time for them. Compass aims to help everyone to better understand the transitions process, what they need to do, and who can help. It also collects feedback anonymously from users about their experiences. ARC Scotland will use this to create reports for local authorities that help them review and improve their services, subject to a data sharing agreement being in place.

Principles into Practice and Compass aim to benefit all young people who require additional support, including those with high and complex support needs, and those who may not meet the eligibility criteria for adult social care support. It can also benefit the parents and carers of these young people.

## Introduction

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To deliver the work shown in this report, the Scottish Government's Disabled Children and Young People Unit provided funding to ARC Scotland to trial Principles into Practice in 10 local authority areas between 2020-2023. This paid for one full time Policy and Development Worker, associated management, administrative and overhead costs, and for the development of Compass.

Scottish Government also provided funds for one full time Policy and Development Worker and associated costs to support the work of the Scottish Transitions Forum and engagement with parents and carers.

Funds to engage young people were provided by the Esmee Fairbairn Foundation.

No additional funds were provided to local authorities participating in the trials.

### **The purpose of the Principles into Practice trial was:**

- To improve the experiences of young people who need additional support to make the transition to young adult life, and to ensure they are at the centre of all transition planning for their future
- To fully develop and test Principles into Practice and Compass to bring them to completion and make them available nationally.

The work of the Scottish Transitions Forum helps to meet the Scottish Government's vision that young people grow up loved, safe and respected, so that they can realise their full potential, as well as helping to support the implementation of UNCRC through raising awareness of children's rights and supporting others to take a rights-based approach.

“ ”

Amazing to hear how much work has been done, facilitated and inspired by ARC Scotland. Thank you for your support, positivity and passion, you made it a great learning experience for us and our families

### **PARTICIPANT AT LEARNING EXCHANGE EVENT**

The intention of the Principles into Practice Trial Programme was to improve how practitioners worked with young people, their parents and carers and local partners to design and deliver support for young people (14-25 years) who require additional support. The theory was that this in turn should lead to more positive experiences of transitions for young people.

The trial programme has focused on ‘learning by doing’, pioneering new approaches to multi-agency working, staff development, engagement with young people, parents and carers, and data gathering and evaluation.

Throughout the stages of our Principles into Practice trial programme we have used ‘Changing the World: The 3-Step Improvement Framework for Scotland Public Services’ (Scottish Government 2013), using improvement methodology to identify, design and test changes to transform the way young people are supported as they make the transition to young adult life.

## Summary

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For each step below, we have set out what has worked, what are the challenges and what still needs to be done. Most trial areas have only recently moved to the ‘making the improvement’ stage of our change programme. We provide practice examples of these in the final section of this report.

**We are here**

**Step 3:  
‘Making the  
Improvement’**

Delivering  
change locally.

**Step 2:  
‘Culture, capacity  
and challenge’**

Achieving strategic  
buy-in, engagement  
with young people,  
parents and carers.

**We started here**

**Step 1:  
‘Creating a vision,  
aim and context’**

Gathering information,  
building alliances and  
influence.

All ten local authority areas have remained positively engaged in the trial, an indication both of their enthusiasm to solve long-running problems and the value they place on the approaches we have taken to involve and support them. Whilst the speed of change varies; all have made progress.

“““

The time is right for this work – the enthusiasm across the board for the pilot has been most encouraging

**PARTICIPANT AT LEARNING EXCHANGE EVENT**

## Summary

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### **Through developing Principles into Practice, we have achieved:**

- A vision for change and how to achieve it
- Strategic support from senior executives in 10 local authority areas and key national partners for our approach
- A community of practice for 70 transitions leads that has improved sharing of knowledge and resources between local areas
- Involvement of young people and their parents and carers and identifying what improvements are most needed
- A tested improvement framework for transitions that is ready to be used nationally
- Three digital applications (Compass) for young people, parents and carers and professionals that are ready to be used nationally

### **Through trialling Principles into Practice, local authorities have achieved:**

- Strengthened leadership
- Improved joined up working between sectors
- Improved capacity
- More streamlined transitions processes
- Clearer focus on changes that will have the greatest impact
- More engagement with young people, parents and carers
- Better information for young people, parents, and carers
- More effective transitions planning



## Summary

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### The challenges have been:

- Complexity of the problem we want to solve
- Time and effort to achieving a joint commitment and strategic buy-in from all stakeholders
- Sustaining a shared commitment
- Making use of existing quantitative data
- Responding to Covid-19
- Competing demands

### Summary of Next Steps:

- Contribute learning to the development of Scotland's first National Transition to Adulthood strategy
- Publish and launch Principles into Practice in June 2023
- Continue support for new and existing local authority areas
- Launch Compass in June 2023 and promote its wider use
- Launch Compass Pro in June 2023 and promote its wider use
- Continue to develop how we gather and share Compass data
- Evidence the cost benefit of early intervention

Through funding from the Children, Young People, Families and Adult Learning Third Sector Fund, ARC Scotland has received continued support from the Scottish Government from July 2023 to June 2025. We will support more local authority areas to implement Principles into Practice, gather more examples of good practice, host and update Compass and collate and share the data generated by users.

Principles into Practice and associated resources can be viewed [here](#). These will be updated with completed resources in June 2023.

## Step 1: Creating a vision, aim and context

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### Step 1: What has worked?

**Building partnerships and influence:** Through our facilitation of the Scottish Transitions Forum, we have engaged and empowered over 1,000 professionals from all sectors to work together and with us to improve the experiences of young people (14-25) with additional support needs who are making the transition to adult life.

**Creating a vision for change:** Our publication *Principles of Good Transitions 3* (ARC Scotland 2017) sets out 7 principles that bring together everything the law requires to effectively support transitions and what research tells us about the approaches that work best. It applies to all professional sectors and has been widely adopted in policy and practice and endorsed by many stakeholders.

**Understanding lived experiences:** We conducted 2 surveys that asked 938 young people, parents and carers about their experiences of transitions experiences and published our findings, see:

#### Survey 1   Survey 2

**Forming a guiding coalition:** In 2018/19 we worked with the Association of Directors of Education and Social Work Scotland to hold two seminars with statutory sector leads from 19 local authority areas, Scottish Government and COSLA to identify practical steps to deliver *Principles of Good Transitions*.

They identified the following three actions:

1. Develop a nationally agreed non-mandatory framework for transitions, based on *Principles of Good Transitions 3*.
2. Review current approaches to data gathering and evaluation
3. Continue to work together to develop solutions, share knowledge and resources.

**Developing a draft framework for transitions:** In 2020 we co-produced the first draft of Principles into Practice with partners across a wide range of sectors, including young people and their families, to deliver the actions identified by our guiding coalition.

## Step 1: Creating a vision, aim and context

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### Step 1: What are the challenges?

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I didn't know what I was doing when I left school. I was shoehorned into a college course I had no understanding of. It had an enormous impact on my mental health and confidence. I felt like a failure

YOUNG PERSON

**Complexity of the problem we want to solve:** The long running challenges that young people and their parents and carers experience are well known and documented.

In summary, our consultations have found that:

- Carers are often challenged by their young person's transition, one telling us: *'He will go from a structured daily routine to nothing which will have a huge impact on his behaviour, and we will be unable to manage him at home.'* They tell us they need organisations to be more proactive in engaging with and providing information to them, and support should be more joined-up and consistent.
- Young people are often optimistic about their future, one telling us they want to *'Feel safe, contribute to society and be as independent as possible with help and not be defined by my disability.'* However, there is a gap between their ambitions and reality. They tell us they need help to understand and manage the social and personal barriers to inclusion and for professionals to ask them the simple questions they expect, such as *'What are your hopes and dreams for the future?'* and *'How can I help?'*

**Complexity of the legislative and policy framework:** Legislation relevant to transitions is included in multiple Acts, policies and guidelines, with new initiatives currently being developed. This leads to confusion amongst professionals and the people they support about their rights and duties.

**Requirement for cultural and systemic change:** This requires a joint commitment from professionals from different sectors to work more closely together and in partnership with the people they support, with strategic buy in at a local authority level. Achieving this shift is complex and may take longer than expected to achieve.

## Step 2: Culture, capacity and challenge

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### Step 2: What has worked?

**Identifying where change is most needed:** Working with our young leaders group the Divergent Influencers and our parent and carer network, we reviewed the findings of our two surveys (above) to identify the information they most need and the questions they should be asked to evaluate support and identify where improvements are most needed.

These questions are now embedded in the Compass application. This process has been a model of co-production: one young person said: *'I felt as though this was the first opportunity where I was valued and heard in a meaningful way.'*

**Identifying how change will work locally:** In 2020 we worked with our partners to produce the first draft of Principles into Practice. Based on *Principles of Good Transitions* it provides practical guidance to enable local partners to work together to deliver the improvements most important to young people and their parents and carers while meeting their statutory duties.

The draft has since been updated following learning from the trials and engagement with partners to ensure that it reflects the most recent legislative and policy developments including the refreshed GIRFEC guidance and child protection guidance. It includes a new 'Getting Started' section which sets out the initial steps local authorities should take to be in the best position to fully implement Principles into Practice.

## Step 2: Culture, capacity and challenge

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### Step 2: What has worked?

**Achieving strategic buy-in:** Chief Officers, Chief Social Work Officers and Transitions Leads in all 32 Local Authority areas were invited to apply to be part of a two-year trial of Principles into Practice. 10 local authorities applied and 'sign off' at a strategic level achieved. Two of these areas (Falkirk and Dundee) became 'enhanced' trial areas, with additional support provided by ARC Scotland and Scottish Government. The remaining 'universal' trial areas were Aberdeen City, Edinburgh, Inverclyde, Midlothian, North Lanarkshire, Perth & Kinross, Scottish Borders and Shetland.

A Memorandum of Understanding between enhanced trial areas, Scottish Government and ARC Scotland was agreed. Commitments from these local authorities included:

- Appoint a minimum of two transitions leads (one from Children's and one from Adult Services) with protected time to oversee and lead the trial implementation of Principles into Practice, and with sufficient authority to help drive progress.
- Establish governance arrangements for the Principles into Practice Trial programme to ensure effective oversight by, and engagement of, all appropriate partners.
- Undertake a self-assessment of existing practice and identify priority actions to deliver the 'improving' and 'delivering' categories of Principles into Practice.
- Work with the ARC Scotland team to bring the draft of Principles into Practice and associated resources to completion. This includes supporting the development of the digital platform Compass.

**Supporting change locally:** We provided individualised support to the two enhanced trial areas, including our involvement in steering groups and work stream meetings, identifying key drivers for improvement, and helping to raise awareness locally of both Principles into Practice and Compass. Support to universal trial areas has included providing tailored advice, tools, and support, and establishing a network for areas to regularly share experiences, learning and to support each other through facilitating monthly Learning Exchange sessions.

## Step 2: Culture, capacity and challenge

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### Step 2: What has worked?

**Improving sharing of knowledge and resources:** We have facilitated 13 Learning Exchange events for practitioners in the trial areas with an average attendance of 19 people. Early sessions provided them with input to improve understanding of Principles into Practice, its relevance to the lives of young people and their parents and carers and Quality Improvement methodology. 70 people are part of this network from all 10 trial areas.

Participants report that these sessions have helped them to:

- Create a vision for change
- Use existing resources creatively
- Build a community of practice
- Learn from young people and families
- Work with local partners
- Take practical steps forward.

Learning Exchange sessions have also been used to review and improve the content of Principles into Practice. These have become an important source of peer-learning and mentoring opportunities for practitioners across professional disciplines and between local authority areas.

## Step 2: Culture, capacity and challenge

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### Step 2: What has worked?

#### **Informing and empowering young people and their parents**

**and carers:** We developed Compass, a digital web application that provides accessible and personalised information for young disabled people and their parents and carers about their rights, entitlements, and topics that matter most to them. One parent said: *'Oh my goodness... you know the thing that everyone knew was needed but never ever appeared as it was insurmountable? Well, you've done it. I cannae wait to share it – everywhere.'*

Compass for young people was tested with a group of young people with complex communication and support needs in Carrongrange School to check and improve its accessibility. Currently Compass for young people has a reading level of Nat 2 English.

Recording of a webinar 'Compass; change made easy' includes an in-depth demonstration of both the young person and parent carer version of Compass can be viewed [here](#).

**Measuring progress:** Gathering feedback from young people, parents and carers consistently and at scale is essential to Principles into Practice. Throughout the framework we identify the most important feedback relevant to each principle. To enable gathering of this feedback, 'Compass' invites users respond to key evaluation questions.

For example, it asks young people:

- Is anyone helping you work out what you want to do in future?
- Does your plan include the things most important to you?
- Are you able to do the things most important to you?

It asks parents and carers to what extent they:

- Are satisfied with the support their young person is receiving to plan for their future
- Know about the roles and responsibilities of the people involved
- Are satisfied with the support they are getting.

## Step 2: Culture, capacity and challenge

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Other data collected includes the subject areas that young people identify as being most important and challenging to them. This includes:

- Using public transport
- Going to new places
- Housing
- Getting a job

ARC Scotland will anonymise and collate this feedback and provide regular reports to participating local authorities, subject to a data sharing agreement and suitable governance structures being in place to act on findings. For the first time, this provides detailed intelligence about to what extent the changes most important to young people and their parents and carers are being delivered, what improvements are most needed, and the impact of changes made.

With our support, Compass was launched in Falkirk on August 31, 2022. It is currently being used by 140 young people and 57 parents and carers. The first Compass data report was provided to Falkirk Council in January 2023. We are now working with them to develop a format for presenting this data in the most useful way. In June 2023 Compass will be made freely available to all young people with additional needs and their parents and carers in Scotland.

Improving knowledge and practice: ARC Scotland has developed a version of Compass for professionals (Compass Pro) that clarifies legislative and other duties to help provide consistency of knowledge and practice across the country. Compass Pro will also gather feedback from professionals to help identify barriers to good practice and future learning and development needs.

For example, it asks professionals to what extent they:

- Are enabled to work in a person-centred way
- Understand their role and responsibilities during transitions
- Have good relationships and communication with other local partners involved
- Have undertaken transitions training.

As with Compass for young people and parents and carers, ARC Scotland will anonymise, collated and report this feedback to participating local authorities who have a data sharing agreement in place.



## Step 2: Culture, capacity and challenge

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### Step 2: What are the challenges?

**Making use of existing quantitative data:** One of the evaluation measures for Principles into Practice is to ‘make best use of existing data sources.’ This will help transitions leads to answer the data questions they have identified as most relevant to informing their planning and decision making.

These include:

- How many young people with additional support needs are due to leave school in our area in the next two years?
- How many young people with additional support needs have a transitions plan?
- How many young people have asked for support but not received it?

So far, we have not been able to access the necessary expertise to establish to what extent this information is available and how it can be accessed by local partners. However, progress has been made within some trial areas. Falkirk customised the authority defined page within SEEMiS to enable schools to record which young people require an ASN Transitions plan at 14+, and when the plan was in place.

This allows schools and central teams to track and monitor the number of plans required and filter this data to produce customised reports with identifiers such as Care Experienced, or Assessed Disabled, so projected numbers can be shared with adult and other services to support their planning and preparation.

## Step 3: Making the improvement

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What has been achieved in each of the local authority areas in the middle of a pandemic is pretty remarkable

PARTICIPANT AT LEARNING EXCHANGE EVENT

To illustrate outcomes and challenges within trial areas over the past 2 years we provide our own observations, accompanied by a selection of practice examples provided by our local partners. This is followed by a summary of next steps.

### Step 3: What has worked?

**Strengthened leadership:** All trial areas successfully appointed at least two transitions leads who report at a strategic level, one from children's and one from adult services, to provide leadership in what can be a complex area. Creating and sustaining these roles was a key factor in achieving improvements. In all, 26 transitions leads were appointed across the 10 trial areas. To further strengthen collaboration, Falkirk appointed an additional lead meaning they had leads from education, children's social work services and adult social work services. In Principles into Practice, we recommend this approach is adopted in other areas.

**Improved joined up working between sectors:** All trial areas have achieved this to varying degrees, resulting in better awareness of other colleagues' responsibilities, and a shared understanding and language for transitions. Some areas have developed new structures, while others have embedded Principles into Practice into existing structures.

A total of 131 people are members of local planning, steering or working groups associated with Principles into Practice. These include representatives from all relevant sectors including education, third sector, further education, health, children, and adult social care who have shared information, built collective understanding, agreed priorities and developed joint plans of action.

### Step 3: Making the improvement

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Through connecting professionals from different areas at Learning Exchange events, we have begun to achieve joined up working between local authority areas that supports consistency of approach and movement towards standardisation of improvements nationally.

- Dundee established a local transitions forum just prior to the start of the trial period. It has good multiagency representation and has played a key role in supporting and raising awareness of this work. Several forum members have become more directly involved through the working groups.
- Midlothian established a local forum and have incorporated Principles into Practice into the Health and Social Care Partnership's strategic plan for 2022-25 to ensure accountability and an ongoing commitment to improving transitions.
- Edinburgh trialled joint commissioning between children's and adult services for several young people with complex needs. They promoted joint working and assessment which helped to avoid duplication and fear of services ending for young people and families. They are working towards this becoming standard practice.

**Improved capacity:** Most areas have considered how staff can be reallocated to transitions specific roles, but given financial and other pressures, this is proving challenging.

Two areas have appointed new staff:

- Falkirk trialled a Transitions Coordinator post, both to support the transitions process across the local authority area and to act as a point of contact for young people, their families, and partners from other services, for information and support around transitions. As a result, young people likely to require support were identified earlier and tracked through the transitions process more effectively. The role linked children's and adult services, led to improved engagement with young people and families, and supported the exchange of information and knowledge among all stakeholders. The post has now been made permanent, and a team is being recruited to support and extend the work taking place.
- Edinburgh appointed a 2-year Development Worker post to focus on transitions. Work is underway to identify, target and support school leavers with additional support needs from at least S3 in both mainstream schools and specialist provision. In addition, a mapping document is being planned that looks at young people coming up over the next 4-5 years with the hope of extending this further to help services to plan for future years.

## Step 3: Making the improvement

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**More streamlined transitions processes:** Most areas have used Principles into Practice to map existing processes and make improvements to them. This has been a major focus in some areas, with the questions in Principles into Practice used to survey staff and create detailed process maps exploring the multiple professional issues involved in the transitions journey of a young person moving into young adult life. These process maps have begun to be effective in preventing duplication of effort and supporting a more streamlined experience for young people and families.

- Scottish Borders is mapping the current process for young people with additional support needs who would not normally have access to funded local authority services, or for young people who do not have complex learning disabilities but may require local authority intervention within wider adult services. This has helped identify areas of improvement and is leading to the development of a new process to be trialled within school before changes are rolled out more widely.
- Falkirk has set out to map the multiple professional contributions involved in supporting an effective transitions process. All the relevant professional teams were involved in the process of creating a draft transitions pathway. The next steps for this work will be to formally launch this pathway to parents and professionals.

**Clearer focus on changes that will have the greatest impact:**

Areas have been supported to use Quality Improvement approaches to prioritise where improvements can most effectively be made. Enhanced trial areas, Falkirk and Dundee both chose to focus on leavers in specialist school provision, including those with high and complex needs. Choices made by other trial areas included prioritising autistic young people, and young people who would not normally meet the eligibility criteria for adult services.

- Aberdeen identified three main areas for improvement: early intervention; empowerment of young people, their families and carers; and communication and collaboration between professional stakeholder groups. Improvements have been made within each of these three areas, and progress is set to continue with a series of public engagement events that will bring young people and their families together with representatives from schools, and children's and adult services, to share information and knowledge.

## Step 3: Making the improvement

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- North Lanarkshire identified an increasing need for enhanced transition in mainstream schools, and for colleagues to begin working as early as possible with each other and with young people to streamline the transitions process. Joint working has taken place between education, health and social work, and third sector agencies, resulting in all young people with an additional support need now receiving transitions support or signposting to appropriate agencies and sources of information and advice.
- Shetland used Principles into Practice successfully to support self-evaluation, which enabled them to identify priority areas. As a result, they were able to bring partners together to provide training, and to coordinate strategic planning for transitions, including person centred planning.

**More engagement with young people, parents and carers:** There has been a focus on accessibility, inclusion and empowerment in the trial areas, to help ensure young people and their families and carers can access the information they need and are able to participate fully in the processes and services that support them.

Some areas have included third sector organisations in their planning and working groups to represent the voices of young people and their families. Beyond this, many areas have held consultation and engagement events, including with parent and carer groups, in schools and through online surveys. Learning from the experiences of ARC Scotland Divergent Influencers and Parent and Carer Network, some areas are beginning to establish their own groups of young people, parents and carers.

### Step 3: Making the improvement

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The influence of these groups has been different in each area, but the realisation that families and young people should drive change is at the forefront of each area's improvement agenda.

- Perth and Kinross transitions leads worked with a group of parents and carers to explore how well the Principles of Good Transitions are being put into practice. Their initial task was to use a 'journey map' to reflect on their own transitions experience, including what they expected or wanted compared with the reality, and how they felt along the way. They were also asked to consider the impact on their child.
- Inverclyde held an information event that brought together parents and carers, service providers and local authority representatives to consult about their experiences and what they require from services. From this event, 6 parents have stepped forward to create a forum that will work in partnership with the local authority to improve transitions.
- Dundee used 'blether boards' with Boardmaker symbols alongside conventional surveys to better capture the views and opinions of young people with communication challenges.

**Better information for young people, parents, and carers:** More effective engagement has led to improvements in the information provided to young people, parents and carers, and in the resources available to professionals.

- Falkirk have involved young people and parents and carers in the co-production and early testing of Compass with their feedback instrumental in shaping its design and content. They co-created videos, posters manuals and flyers to inform young people, parents and carers and frontline professionals about the trials and availability of Compass.
- Edinburgh developed a 'Parent and Carer Guide to Post School Enhanced Transition Planning' based on what families say they want; rather than what professionals judge they might need. This resource is being piloted alongside a 'Professionals Guide to Enhanced Transitions Planning' for school staff.
- Aberdeen is developing two new resources to support better transitions implementation: one for young people and families, and the second for professionals. These have come about because of networking with other trial areas through the Learning Exchange events.

### Step 3: Making the improvement

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**More effective transitions planning:** Many areas identified the need to improve transitions planning to make it person-centred and to make sure young people get enough time to participate.

- Falkirk worked with colleagues from adult social work to introduce the 'Big Plan' to young people with a learning disability. This is a uniquely Scottish approach to large group person-centred planning that helps young people plan effectively and create a future that inspires and supports them to achieve their goals and dreams.

## Step 3: Making the improvement

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### Step 3: What are the challenges?

**Time and effort to achieve buy-in from all stakeholders:** All trial areas reported they had underestimated the time needed to bring partners together and to reach the joint understanding and commitment needed before moving to improvement and implementation. Some areas were unable to appoint leads from both children and adult services, or to get necessary representation on steering or working groups. Others found that whilst 'buy in' was there in theory, there was not the necessary engagement in practice. These challenges impacted on the ability of some areas to progress at the pace they had hoped to.

Transitions leads often found it difficult to recognise that their work to achieve buy in was an essential first step and were frustrated that this was delaying them in making practical improvements, while young people, parents and carers continued to face challenges.

**Sustaining a shared commitment:** While each area appointed at least 2 Transitions leads this was not sustained for the duration of the trial in some areas. This resulted in a representative of one sector attempting to coordinate input from colleagues from other sectors without the authority or connections to make this happen - and leading and driving improvements alone. These areas experienced noticeably more difficulties in implementing planned improvements.

**Responding to Covid-19:** This delayed progress particularly in the first 6 months of the trial, when much of the groundwork had been expected to be getting underway and made it more difficult to engage with young people, parents and carers.

**Competing demands:** Increasing pressures on staff and services meant they sometimes had to prioritise operational delivery above trialling Principles into Practice. This made it difficult for some areas to make the progress they expected.



## Next steps

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### **Contribute to the development of Scotland's first National**

**Transition to Adulthood strategy:** Learning from the trials will be considered in the development of Scotland's first National Transitions to Adulthood Strategy for disabled young people.

**Publish and launch Principles into Practice:** A completed version will be published and made available to all local authorities in June 2023. It will be hosted on its own website with other resources. We aim for 18 local authorities to be using it by March 2025.

### **Continue support for new and existing local authority areas:**

ARC Scotland will continue to run Learning Exchange events for transitions leads, gather examples of good practice and deliver training to senior executives, transitions leads, young people and their parents and carers.

**Launch Compass:** It will be publicised and made freely available to all young people who require additional support and their parents and carers in June 2023, with the aim of reaching 15,000 users by March 2025. We will keep improving and updating all versions of Compass, including improving accessibility for those with communication support needs.

**Launch Compass Pro:** It will be made freely available to professionals support young people with additional support needs in June 2023.

### **Continue to develop how we gather and share Compass data:**

We will continue to work with our partners to develop consistent approaches to gathering and presenting the data and evidence they need to inform and evaluate improvements made using Principles into Practice.

**Evidence the cost benefit of early intervention:** Common sense suggests that proportionately higher spend during younger years will improve personal outcomes while reducing longer-term reliance on adult social care and other services, therefore reducing spend. We believe that a greater understanding of this will help direct local resources and capacity towards improving transitions experiences using Principles into Practice.

## Links to information

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### **Principles into Practice**

The framework and associated resources can be viewed [here](#).  
These will be updated with completed resources in June 2023.

### **Compass ‘change made easy’**

Webinar we hosted which included an in-depth demonstration of both the young person and parent carer version of Compass. A recording can be viewed [here](#).

### **ARC Scotland**

A charity that improves knowledge, practice and policy to benefit people who require additional support can be viewed [here](#).

### **The Scottish Transitions Forum**

Facilitated by ARC Scotland, a network with 1,055 members from all sectors and local authority areas. Our aim is to improve the experiences of young people (14 -25) with additional support needs who are making the transition to adult life. This report does not include our activities to support this forum, the Divergent Influencers or our parent and carer network. More information about the Scottish Transitions Forum can be viewed [here](#).

### **Principles of Good Transitions 3**

Sets out 7 principles that bring together everything the law requires to support transitions and what research tells us about the approaches that work best. It has informed local planning and included in national policy initiatives including ‘Fairer Scotland for Disabled People’, Self-directed Support framework of standards, autism and learning disability policies and the Scottish Government’s ‘Supporting disabled children, young people and their families’ guidance. Our partners have worked with us to produce 4 supplements for *Principles* to provide additional information concerning: young people in conflict with the law, those moving through and out of foster care, those with life shortening conditions and autism. It can be viewed [here](#).

### **Facing the Future Together**

Details the findings of a survey of 740 young people and their parents and carers about their experiences of transitions and how they could be improved. This provided key data for the design of the Independent Living Fund Transitions award and can be viewed [here](#).

### **Experiences of Young People with Additional Needs Leaving School**

Details the findings of an online survey of 198 young people conducted in December 2020 by our young leaders group, the Divergent Influencers and can be viewed [here](#).