

Principles into Practice



What is Principles into Practice?

Principles into Practice offers practical guidance and evaluation measures to improve the planning and delivery of support for young people (14-25) who require additional support as they make the transition to young adult life.

It is based on the seven 'Principles of Good Transitions' and will help to embed these into policy, planning and practice in local authority areas.

Transition is a critical and formative experience for young people and their parents and carers. It should be viewed as a process that unfolds over several years and not a single 'event' such as leaving school.

Most young people who require additional support tell us they are optimistic about their future and are keen to venture into the next phase of their lives. Most harbor a broad range of hopes and ambitions and are excited by the prospect of taking control of their own lives.

Providing them with the extra support they need to do this should be viewed as an investment in the future. Our aim is to better enable young people to grow their enthusiasm and realise their dreams, while meeting any concerns and challenges they may have in a timely way.

Principles into Practice will benefit young people, with learning disabilities, autism, physical disabilities, sensory impairments, complex health conditions, mental health difficulties, young carers and those who are care experienced, including young people with experience of secure care or Young Offender Institutions. It applies to 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 will also benefit the parents and carers of these young people.

This draft of Principles into Practice has been developed through extensive consultation with statutory sector strategic leads, Scottish Government representatives, Social Work Scotland and Association of Directors of Education Scotland, Scottish Transitions Forum members, parents and carers, and young people.

In 2020 ARC Scotland will begin supporting a small number of local authority areas to trial implementation of the draft framework and its associated resources over a two-year period. This will be followed by wider implementation of the final framework across Scotland.

Principles into Practice should be used in conjunction with 'Principles of Good Transitions 3', which provides more in-depth information, including legislative duties. You can download and view a free copy here: scottishtransitions.org.uk/summary-download/

Principles of Good Transitions 3 is already widely used by many professionals and organisations to inform transitions planning and practice, and is referenced in many Scottish Government policies including 'Fairer Scotland for Disabled People', Scotland's United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Delivery Plan: www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-United-nations-convention/pages/1/

Terminology

Throughout Principles into Practice we use the term 'additional support needs'. 'Additional Support Needs' is a legally defined term which is about the support provided to pupils to overcome barriers to their learning in school and which comes from the Education (Additional Support for Learning) (Scotland) Act 2004. This means that the legal requirements are in place until a pupil leaves school, and so do not apply up to the age of 25.

However, in Principles into Practice this term has been applied in a much broader sense, and has been extended to mean the support anyone may need to overcome barriers related to learning, life and work. This is beyond the requirements of the Additional Support for Learning legislation.

Who is Principles into Practice for?

Principles Into Practice should be used and shared by everyone who is involved in the planning or delivering of services and support for young people who require additional support in your local authority area. This includes:

- Paediatric and adult health (including mental health services)
- Child and adult social work and social care
- Education – secondary, further and higher
- Employment and training
- Third sector
- Public sector services (such as housing and welfare)
- Youth Justice
- Advocacy and self-advocacy
- Local Government
- Scottish Government
- Young people
- Parents and carers

Principles into Practice should be used by front-line practitioners (including guidance teachers, social workers, allied health professionals, nurses, support workers), managers, commissioners, planners, policy makers and directors.

During transitions, young people and families are likely come into contact with many

practitioners from different professional sectors. Effective coordination of planning and support at a local level is therefore essential in getting transitions right. As such, Principles into Practice asks you to review and improve the service(s) you are directly responsible for, while working in a co-ordinated way with other partners.

We offer guidance throughout on steps you can take to explore your own practice and work with others to deliver joined up and coordinated approaches in your local area.

Why use Principles into Practice?

Principles into Practice will enable you to:

- Empower more young people in your area to reach their potential
- Provide families with the support they need during this important phase
- Address long running and well documented challenges associated with providing effective support for young people who require additional support
- Move towards a preventative, rather than reactive, model of care and support
- Make best use of limited resources and avoid duplicating effort
- Evaluate the difference you are making on a service and area-wide basis
- Provide a clear rationale for planning and commissioning decisions
- Engage with and influence policy developments nationally.

The legislative and policy environment for transitions is complex. The transitions process is supported by clear duties and underpinned by rights. Principles into Practice will enable you to meet legislative and regulatory requirements while supporting the implementation of a range of Scottish Government policy areas including; Getting it Right for Every Child (GIRFEC), Additional Support for Learning, and the United Nations Convention on the Rights of the Child (UNCRC).

Further detail on key duties and recommendations during transition can be found in the 'Introduction' of Principles of Good Transitions 3.

Principles of Good Transitions

Principle 1: Planning and decision-making should be carried out in a person-centred way

We ensure young people are at the centre of their transitions planning.
We have a shared understanding and commitment to person-centred approaches across all services.
We ensure young people have a single plan.

Principle 2: Support should be co-ordinated across all services

We have a co-ordinated approach to transitions in our local authority area.
Our learning and development opportunities include an understanding of all aspects of transitions.
We evaluate transitions in our area.

Principle 3: Planning should start early and continue up to age 25

We begin planning from age 14 and it is proportionate to need.
We have joint approaches to assessment between children and adult services
Our transitions planning and support continues to age 25.

Principle 4: All young people should get the support they need

We have an understanding of the number of young people who require support and levels of unmet need.
We provide support for those who do not meet eligibility criteria for funded social care support.
Our planning and decision-making is done in partnership with young people and their carers.

Principle 5: Young people, parents and carers must have access to the information they need

We provide information that clearly states what young people are entitled to during transitions.
We provide information that shows what support is available.
We provide information that is inclusive of different communication needs.
We provide information that uses common and agreed language.

Principle 6: Families and carers need support

We support family wellbeing needs.
Advocacy is available at the start and throughout transitions.

Principle 7: A continued focus on transitions in our area

We have a plan in place to support continual improvement.
We share our learning, and learn from others.

How to use Principles into Practice

Practical steps are given for you to deliver each of the seven 'Principles of Good Transition' from both within your service and through working with others.

- ➔ **'In our organisation'** invites you to explore and develop practice within your own organisation
- ↩ **'Working with others'** invites you to work in partnership with others to better coordinate support across all services. This might include working with external agencies such as health, education, social care and provider organisations, as well as with parents, carers and young people.

For each Principle, we provide descriptors for how your planning and practice might look across three categories: 'Assessing', 'Improving' and 'Delivering':

Assessing: We are developing plans to enable us to embed the Principle in our service, and making connections with partners from other sectors.

Improving: We are working within our service and with partners from other sectors, including young people, parents and carers to embed the Principle into our Practice. This may include piloting new approaches, or increasing the consistency of our practice.

- ✓ **Delivering:** We are working collaboratively with our partners, including young people, parents and carers to fully deliver the Principle. We are evaluating the difference we make, analysing our findings and refining our approaches in light of this.

Rather than including every consideration, we have sought to identify and define the essential elements upon which sound planning and practice should be built.

We ask you to consider which descriptor best describes the stage you are at in your service, and to use the framework to identify and plan which further actions you wish to take.

Linking with the other Principles - prompt questions have been included in each Principle to help you think broadly about transitions support and planning across all of the Principles.

Resources are highlighted throughout.

Measuring Effectiveness

The 'Data and Evaluation' section provides guidance on how you can gather intelligence to better inform planning and support for young people. This should be a helpful, rather than burdensome process.

This is based on:

- Making best use of existing data sources and identifying new data required
- Coordinating feedback from young people, parents, carers and staff

Throughout Principles into Practice we identify the key quantitative 'data questions' relevant to informing your planning and decision-making. These are listed in the 'Data and Evaluation' section. During the trial phase we will seek to develop approaches to help answer these questions (including learning from good work already happening) and to develop practical tools and resources that can be readily adopted by local authorities across Scotland. This promises to avoid significant duplication of effort in what is a complex area.

Principles into Practice also requires you to routinely collect and analyse evaluation feedback from parents, carers and young people about their experiences. The evaluation questions that parents, carers and young people will be asked are shown for each of the seven Principles. To gather this information we have developed 'Compass', a web-based application for parents, carers and young people. Compass will provide them with targeted information to help them navigate their transition, while enabling them to communicate their experiences for evaluation purposes. Compass will be tested during the trial phase, beginning with the parent and carer interface, before being made more widely available.

Further support, guidance and training

Please contact the Scottish Transitions Forum if you would like help in using Principles into Practice.

Membership of the Scottish Transitions Forum is free and open to anyone who shares our vision. We have over 1000 members, including professionals from all relevant sectors, young people and their parents and carers. We consult our members on all aspects of our work. We recommend joining our mailing list for up-to-date information, including invitations to training, seminars and conferences.

<https://scottishtransitions.org.uk/join-us/>

Contact

Phone: **0131 663 4444**

Email: rebecca.williams@arcuk.org.uk

Principle 1:

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

'(During my transition) I had the right people supporting me to allow me to dream flamboyantly. I want other young people to be able to be free to dream too. We are fighting for a better place for young people as they are the future.' (Young person)

Indicator 1a: We ensure young people are at the centre of their transitions planning



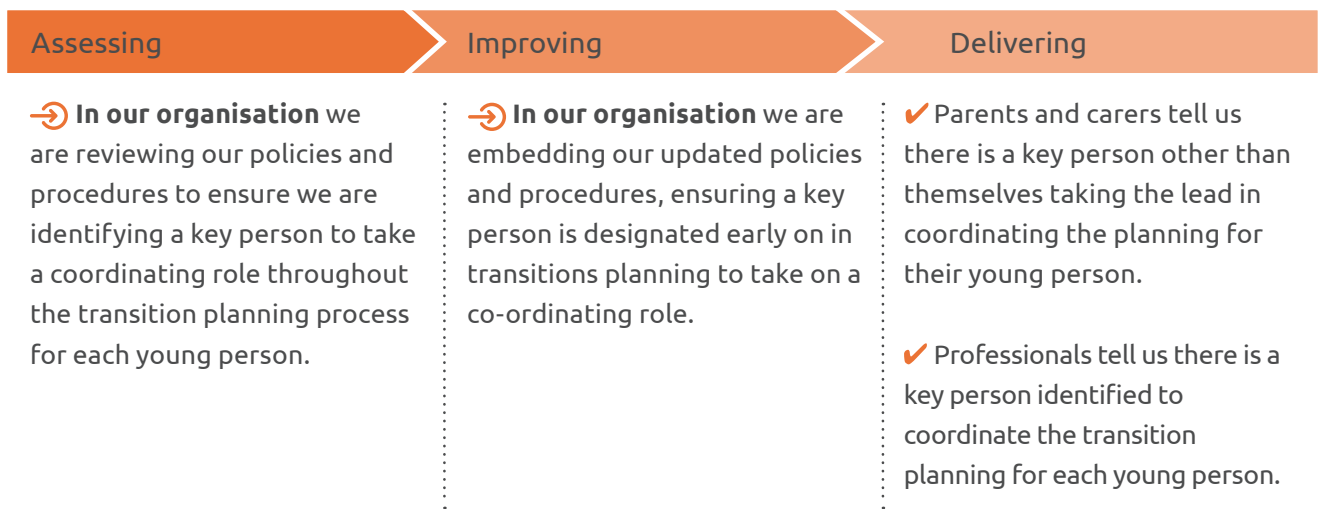
Indicator 1b: We have a shared understanding and commitment to person-centred approaches across all services

Assessing	Improving	Delivering
<p>↔ Working with others we have developed a shared understanding and agreement about what the term 'person centred' approaches means in relation to transitions planning, and how this translates to practice.</p> <p>→ In our organisation we are identifying training needs for professionals in relation to person-centred planning approaches.</p>	<p>↔ Working with others we make person-centred planning available to all young people. This may include using different tools such as MAPS and PATHS.</p> <p>→ In our organisation we are providing training for staff in person-centred planning processes to meet demand.</p>	<p>✓ Young people and their parents and carers tell us they are satisfied with the support they have received to plan for their future.</p> <p>✓ Professionals tell us that they are enabled to work in a person-centred way.</p>

Indicator 1c: We ensure young people have a single plan

Assessing	Improving	Delivering
<p>↔ Working with others we are developing joint planning documentation for transition. This plan may have various titles but everyone involved is clear on its purpose. Where other current plans exist (e.g. Child's Plan, Coordinated Support Plan, Anticipatory Care Plan) these are linked to the transition plan ensuring the plan is comprehensive and avoids duplication of work. This plan is holistic and addresses all aspects of a young person's wellbeing.</p>	<p>→ In our organisation we are piloting the new joint planning documentation and are consulting with practitioners, young people and their parents and carers to evaluate its effectiveness.</p> <p>↔ Working with others we are collating our evaluative feedback and using it to make improvements.</p>	<p>✓ Young people, tell us their plan includes the things that are most important to them.</p> <p>✓ Parents and carers tell us that the plan includes what is important to their young person and how they want to live their life.</p> <p>✓ Parents and carers tell us that there is an agreed, written down plan to support their young person's transition.</p> <p>✓ Professionals tell us that the joint transitions planning documentation is comprehensive and effective.</p>

Indicator 1c: continued



Linking with the other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Does all planning start at age 14? (see Principle 3)
- Does everyone have a shared understanding about what we mean by 'person centred'? (see Principle 5)
- Do you provide information to ensure young people are aware of their rights? (see Principle 5)
- Are young people supported to explore their aspirations beyond limitations of eligibility or entitlement? (see Principle 4)
- Are transition plans in a format that suits the young person's preferred communication style? (see Principle 5)
- Do all staff have access to learning and development opportunities that include an understanding of all aspects of transitions? (see Principle 2)
- Do you provide information that tells young people, parents and carers how to complain or get help if things aren't working well? (see Principle 5)

Evaluation Questions (under consultation)

We ask young people:

- Has someone been helping you to make a plan for what you want to do in the future?
Has this been helpful?
- Do you feel people are listening and including you in decisions made about your life?
What else should they do to include you?
- Does your plan have the things most important to you in it?
- Do you get to choose who comes to your transitions meetings?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- Everyone has agreed a written down plan to support your young person's transition
- You are satisfied with the support your young person is receiving to plan for their future
- Your young person's views are listened to and they are included in decisions made about their lives
- The plan reflects what is important to your young person and how they want to live their life
- Someone other than yourself is taking the lead in coordinating planning for your young person's transition
 - Is there anyone it would be helpful to involve? Select from the list below
 - Social worker
 - Teacher/tutor
 - Health professional
 - Support agency
 - Friend/family member
 - Other (please specify)

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are enabled to work in a person-centred way, ensuring young people are listened to and included in the decisions made about their lives.
 - What would help make this better? Select from the list below
 - More training on person-centred approaches
 - More time to get to know the young person
 - Other (please specify)
- There is joint transitions planning documentation in place which is comprehensive and effective.
- There is a key person identified to coordinate the transition planning for each young person

Data question:

- How many young people with additional needs have a written down transitions plan?

Resources:

Children's Commissioner for Scotland www.cypcs.org.uk/rights

Together (Scottish Alliance for Children's Rights) www.togetherscotland.org.uk

United Nations Convention on the Rights of the Child (UNCRC)
www.gov.scot/policies/human-rights/childrens-rights/

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
www.gov.scot/policies/disabled-people/uncrpd/

Getting It Right For Every Child (GIRFEC) www.gov.scot/policies/girfec/

GIRFEC National Practice Model

www.gov.scot/publications/girfec-national-practice-model/

PANEL Principles

www.scottishhumanrights.com/projects-and-programmes/human-rights-based-approach/#the-panel-principles-1210

GIRFEC Wellbeing: Improving Outcomes online tool www.wellbeingoutcomes.scot/

Involving children, young people, parents and carers in planning to meet children's wellbeing needs – best practice guide for practitioners (Health and Social Care Alliance Scotland)

www.alliance-scotland.org.uk/blog/resources/involving-children-young-people-parents-and-carers-in-planning-to-meet-childrens-wellbeing-needs/

Getting to know Getting It Right For Every Child – Adult Easy Read Guides (Health and Social Care Alliance Scotland)

www.alliance-scotland.org.uk/blog/resources/getting-to-know-getting-it-right-for-every-child-adult-easy-read-guides/

Getting to know Getting It Right For Every Child – Young People Easy Read Guides (Health and Social Care Alliance Scotland)

www.alliance-scotland.org.uk/blog/resources/children-and-young-people-easy-read-guides-same-as-the-adult-easy-read-guides-but-changed-to-the-childrens-perspective/

Communication, Access, Literacy and Learning (CALL) Scotland

www.callscotland.org.uk/home/

Augmentative and Alternative Communication (AAC) Scotland

www.aacscotland.org.uk/Home/

Talking Mats www.talkingmats.com/

Digital Passports (PAMIS) pamis.org.uk/services/digital-passports/

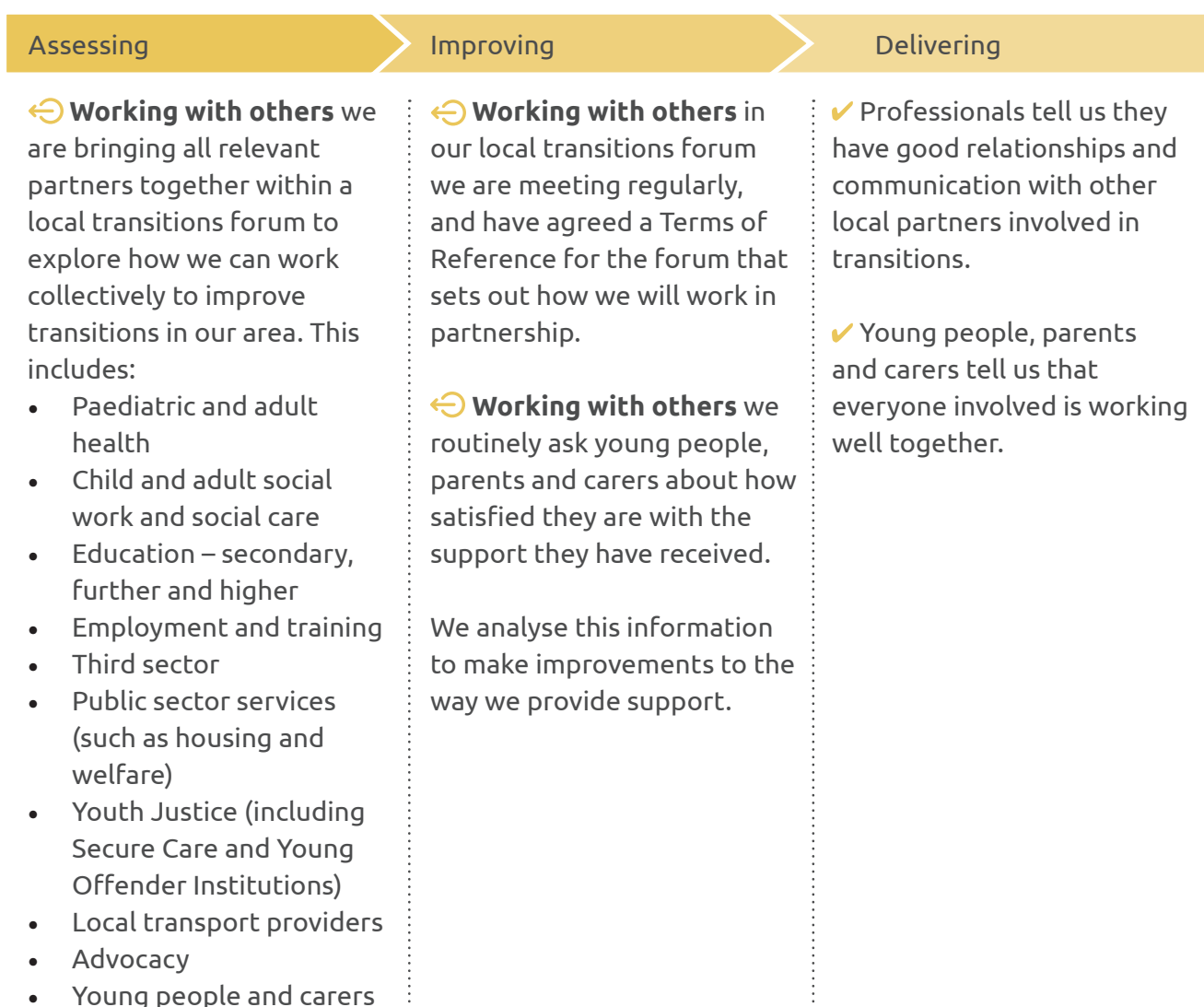
My Communication Pass www.mycompass.com

Principle 2

Support should be co-ordinated across all services

'To have a system that works, like your granny's old blanket. It develops patches where it's been worn or stressed but we darn it and make it stronger, where we tuck all the edges in so that there is a feeling of safety but gives enough room to move, wiggle, and grow, where at any point the blanket can be left in the knowledge that it will be there for as long as it's needed. Till one day it becomes a lovely memory but isn't needed.' (Parent) – 'Facing the Future Together' Report, ARC Scotland 2017

Indicator 2a: We have a co-ordinated approach to transitions in our local authority area.



Indicator 2a: continued

Assessing	Improving	Delivering
<p>↔ Working with others, including parents, carers and young people, we are developing a joint transitions pathway to clearly define roles and responsibilities of lead individuals and agencies.</p> <p>We are seeking examples from other areas to help inform our work.</p>	<p>↔ In our organisation we are piloting the new joint transitions pathway. We are providing guidance, information and training for all staff to support implementation. We are gathering data to evaluate the effectiveness of the joint transitions pathway.</p> <p>↔ Working with others we are collectively reviewing the data and using it to make improvements to the pathway.</p>	<p>✓ Professionals tell us they clearly understand their roles and responsibilities during transitions, and the roles and duties of others involved.</p> <p>✓ Working with others we routinely review the information provided by young people, parents and carers concerning challenges they experience. Working with others we modify and adapt our transitions pathway in light of this information.</p>
<p>→ In our organisation we are developing strategic and operational information sharing processes to support transitions planning in line with current legislation. This includes information sharing between and across agencies, e.g. child and adult health services.</p> <p>↔ Working with others we are developing information sharing agreements to support transitions planning.</p> <p>↔ Working with others i.e. education, health, social care we are developing systems to allow us to routinely share data to help with longer term strategic planning. E.g. the number of young people approaching transitions and approximate level of need, including young people currently out of area who will be returning to their local area following transition (e.g. on educational placement or tertiary health care management). to enable allow sufficient time for planning.</p>	<p>↔ Working with others we are piloting different ways to improve consistency of effective sharing of information. This could include clarifying referral pathways, developing templates for transferring information, scheduling regular strategic or operation planning meetings and ensuring all partners are up to date with relevant legislation relating to information sharing.</p> <p>↔ Working with others we ask young people, parents and carers about the biggest challenges they face during transitions and what is needed to overcome them.</p>	<p>✓ Professionals tell us information sharing processes within their organisation and with others are effective and support the transitions planning process.</p> <p>✓ Working with others we ask young people, parents and carers about the biggest challenges they face during transitions and what is needed to overcome them.</p>

Indicator 2a: continued

Assessing	Improving	Delivering
<p>↻ Working with others we are developing sustainable systems to enable sharing of information about individual young people to support their transition. E.g. Identifying young people approaching transitions to enable allow sufficient time for planning.</p>		

Indicator 2b: Our learning and development opportunities include an understanding of all aspects of transitions.

Assessing	Improving	Delivering
<p>↻ In our organisation we are undertaking training needs assessments and developing plans to embed transitions training for all staff involved in transitions.</p>	<p>↻ Working with others we are providing joint training to all staff involved in transitions, which includes an overview of the legislative and policy context.</p>	<p>✓ All professionals involved in supporting young people in transitions have undertaken transitions training and have opportunities for continuing professional development.</p>
<p>↻ Working with parents, carers and young people we are providing opportunities for them to be involved in the design and delivery of our transitions training.</p>	<p>Young people, parents and carers are involved in the design and delivery of all our transitions training.</p>	
<p>↻ Working with others we are exploring opportunities for joint training to enable staff from children and adult services as well as those from different professional backgrounds to learn together.</p>		

Indicator 2c: We evaluate transitions in our area .

Assessing	Improving	Delivering
<p>→ In our organisation we are reviewing all existing sources of qualitative and quantitative data that relate to transitions.</p> <p>↔ Working with others we are discussing how we can work collaboratively to use all available data to evaluate and improve transitions. This includes developing a shared framework for consulting and gathering data about the lived experiences of young people and their parents and carers.</p>	<p>↔ Working with others, we are engaging with young people, parents and carers on the design of a collective approach to gathering their feedback.</p> <p>→ In our organisation we have analysed existing sources of data relating to transitions, including the planning process and outcomes. We have used this to establish baseline data.</p> <p>→ In our organisation we are routinely gathering qualitative and quantitative data and using the established baseline data to identify our key strengths and areas for improvement.</p> <p>↔ Working with others we regularly review the data we collectively gather to identify strengths and areas for improvement across our local area.</p>	<p>✓ Parents and carers tell us that their views are listened to in evaluating their young person's experience of transitions.</p> <p>✓ Young people, parents and carers lead the design and dissemination of our evaluation materials. These are widely available through a range of mediums and in engaging and accessible formats.</p> <p>✓ Each year, we receive evaluation responses from most of the young people and their parents and carers in our area.</p> <p>✓ Each year we collate and publish the evaluation responses we have received. We use this data to continually review and improve how we plan and support transitions locally.</p>

Linking with the other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Do you have a definition of 'transitions', which is relevant to all service areas? Is this communicated in consistently? (see Principle 5)
- How are young people and carers involved the planning and decision-making processes that affect them? (see Principle 4)
- How does your evaluation process capture unmet need? (see Principle 4)
- Does your transitions pathway include young people who do not meet eligibility criteria for a funded social care service? (see Principle 4)
- Do you engage with young people, parents and carers in accessible ways that enables those with communication support needs to contribute? (see Principle 5)

Evaluation Questions (under consultation)

We ask young people:

- Is everyone helping you plan for the future working well together?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- Your views are listened to in evaluating your young person's experience of transition
- Everyone involved (young person, family, professionals) is working well together
- There is a clear transitions pathway for your young person
- You know enough about the roles and responsibilities of the people involved in your young person's transition
- My young person faces multiple challenges in their everyday life
 - What are the biggest challenges your young person faces? Select from the list below
 - Accessing education
 - Finding employment
 - Budgeting/money management
 - Social relationships
 - Independent living skills (e.g. shopping, cooking, personal organisation)
 - Mobility
 - Health
 - Eating/nutrition
 - Transport
 - Housing
 - Anxiety/mental health

- Gender identity
- Other (please specify)
- I'm confident I know what could help my young person overcome the challenges they face
 - What would make these easier? Select from the list below
 - Transitions helpline
 - Professionals working in partnership with families/friends
 - More direct support
 - Other (please specify)

We ask practitioners:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You have good relationships and communication with other local partners involved in transitions.
- You clearly understand your role and responsibilities during transitions, and the roles and duties of others involved.
- The information sharing processes within your organisation and with others are effective and support the transitions planning process.
- You have undertaken transitions training and have opportunities for continuing professional development.

Data Question

- How many young people with additional support needs are due to leave school in our area in the next two years?

Resources:

Getting it right for every child (GIRFEC) – Information Sharing

<https://www.gov.scot/policies/girfec/information-sharing/>

Information Commissioner's Office Guide to the General Data Protection Regulation (GDPR)

ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/

Principle 3:

Planning should start early and continue up to age 25

Direct quote to follow here.

Indicator 3a: We begin planning from age 14 and it is proportionate to need.

Assessing	Improving	Delivering
<p>↻ Working with others we are developing ways to identify all young people who require additional support at least two years before they are expected to leave school to begin their transition planning.</p> <p>This includes:</p> <ul style="list-style-type: none">• identifying young people who will require legal Guardianship and supporting parents or carers to apply for it• those who are not currently attending school or who may have been excluded, placed 'out of area', or are home educated• Identifying young people in need of protection to ensure there is routine consideration of their 'risk' status as they reach the age of 16	<p>↻ Working with others we are supporting all young people to prepare and plan for their transitions over at least a two-year period before they leave school. The plan also includes preparation for adult health care.</p> <p>Our Child and Adult Protection Committees are implementing jointly developed robust procedures to ensure ongoing support for any child about whom there are child protection concerns at the point where they move from children's into adult services.</p>	<ul style="list-style-type: none">✓ Young people and their parents and carers tell us they were given enough time and help to plan what to do after school.✓ Professionals tell us they are able to begin transition planning with young people at least two years before they leave school.
<p>→ In our organisations we are reviewing our practice, policies and procedures to ensure young people are able to change their minds about their choices and update their plans.</p>	<p>→ In our organisation we are implementing our practices, policies and procedures, to ensure a flexible and responsive approach to transitions planning.</p>	<ul style="list-style-type: none">✓ Young people and their parents and carers tell us they are able to change the plan if necessary.

Indicator 3b: We have joint approaches to assessment between children and adult services.

Assessing	Improving	Delivering
<p>↔ Working with others we are reviewing our existing approaches to assessment to ensure they are consistent with GIRFEC and Self-directed Support principles.</p> <p>↔ Working with others we are identifying opportunities for a joint approach to assessment. This includes a focus on future planning at an early stage for young people with complex needs.</p>	<p>↔ Working with others we are piloting new joined up approaches and documentation for adult assessments incorporating GIRFEC and Self-directed Support principles.</p> <p>Holistic needs assessments are used for service planning, diagnostic assessments completed on time to avoid delays in access to services.</p>	<p>✓ Professionals tell us the joint approach to assessment between children and adult services is working effectively.</p>

Indicator 3c: Our transitions planning and support continues to age 25.

Assessing	Improving	Delivering
<p>↔ Working with others we are developing ways to identify young people approaching transitions subsequent to leaving school. For example, those moving on from Further or Higher Education, young people whose health transition was delayed due to complex needs, or young people leaving youth justice settings. This includes 'unplanned' transitions.</p> <p>↔ Working with others we are developing coordinated approaches to following up with young people and their parents and carers to ensure all services are in place following their transitions.</p>	<p>↔ Working with others we are implementing coordinated approaches to identify and support young people who are approaching another transitions, such as moving on from further or higher education.</p> <p>↔ Working with others we are implementing streamlined approaches to routinely follow up with young people to ensure all services are in place following transition.</p>	<p>✓ Young people tell us they were given enough time and help to plan for transitions up to age 25.</p> <p>✓ Parents and carers tell us that plan reflects what is important to their young person and how they want to live their life.</p>

Linking with the other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Does your multi-agency transitions pathway cover the transition from further or higher education? (see Principle 2)
- Are young people transitioning from further or higher education given information and support to explore a range of employment support options should they wish to? (see Principle 4)

Evaluation Questions (under consultation)

We ask young people:

- Have you been given enough time and help to plan for your future?
- How easy is it to change what is in your plan if you want to?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are getting enough time and support to plan for the future
- You are confident that you are able to change your young person's plan if their/your situation changes
- The plan reflects what is important to your young person and how they want to live their life

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- There is an effective, joined up approach to assessment between children and adult services
- You are able to begin transition planning with young people at least two years before they leave school.

Data questions

- How many young people who require additional support are due to leave further / higher education in our area in the next two years?
- How many young people with additional support needs who are likely to require support post school have had an assessment of their needs by children's or adult services?

Resources

Staying Put in Scotland www.gov.scot/publications/staying-put-scotland-providing-care-leavers-connectness-belonging/

Getting It Right For Every Child www.gov.scot/policies/girfec/

Self-directed Support Scotland www.selfdirectedsupportscotland.org.uk/

National Guidance for Child Protection in Scotland (Scottish Government)
www.gov.scot/publications/national-guidance-child-protection-scotland/

Statutory Guidance on Corporate Parenting
www.gov.scot/publications/statutory-guidance-part-9-corporate-parenting-children-young-people-scotland/

Statutory Guidance on Aftercare www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/pages/4/

Scottish Care Leavers Covenant careleaverscovenant.squarespace.com/

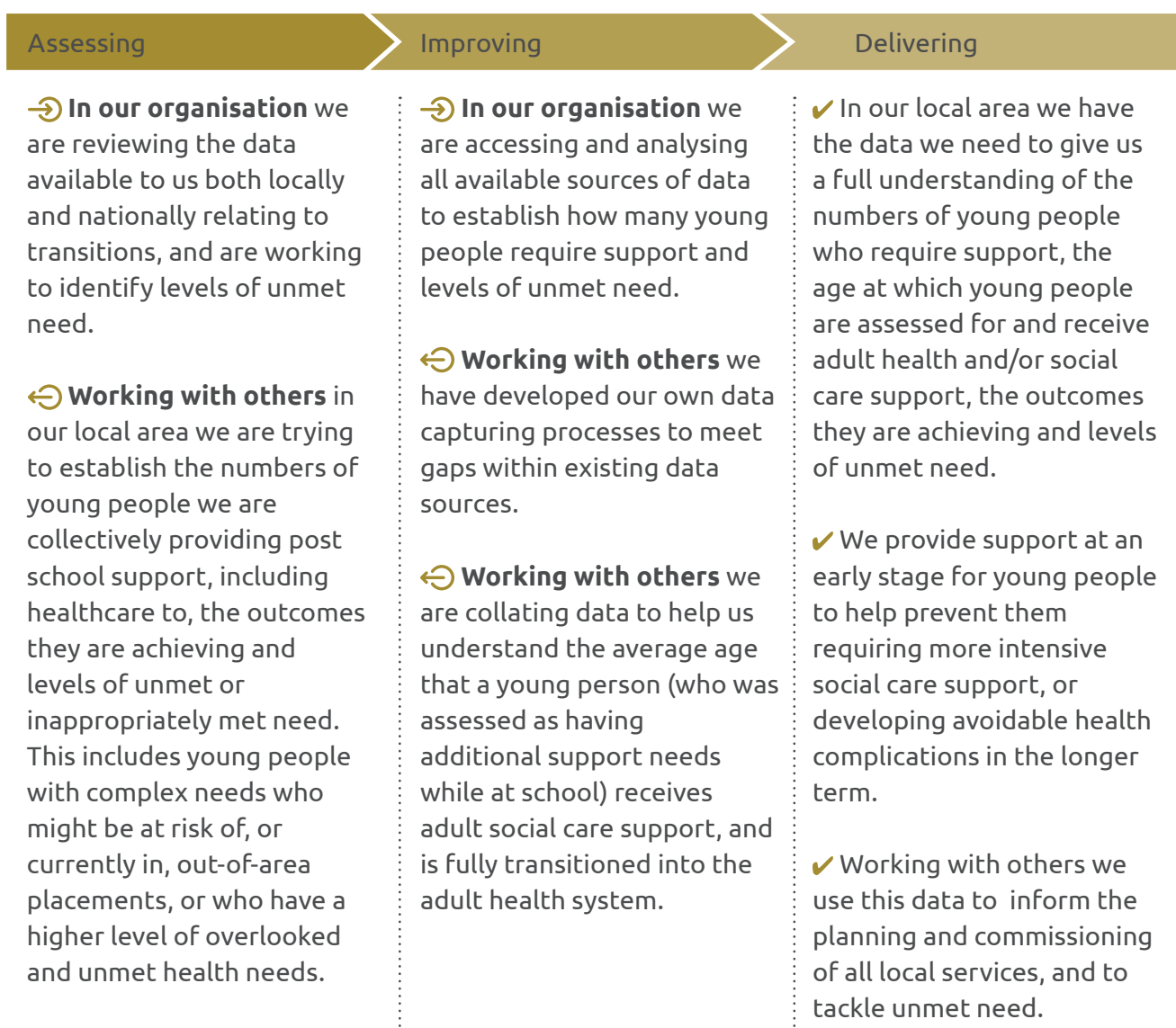
The Promise (Independent Care Review)
www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf

Principle 4:

All young people should get the support they need

'Looking back, it's hard to think how quiet I was about the problems with the way I was treated because of my ASD. Thanks to the support I have been receiving I am now beginning to understand what it means, as a young person with a disability to have a voice and to have my voice heard. They have inspired me by believing in me, believing that I had something worth contributing to ILF Scotland's new Transition Fund was huge for me. Working with them has allowed me to use my words to reach out to an audience, this is something I never thought possible.' (Young person)

Indicator 4a: We have an understanding of the number of young people who require support and levels of unmet need



Indicator 4b: We provide support for those who do not meet eligibility criteria for funded social care support

Assessing	Improving	Delivering
<p>↻ Working with others we are asking young people if they are getting the support they need to do the things that are most important to them in all aspects of their lives.</p> <p>↻ Working with others we are identifying what support is available to young people, enabling them to be involved and feel valued in their communities. This includes support for young people to continue to be involved in their communities after leaving school.</p> <p>➔ In our organisation we ensure staff are aware of the ILF Transition Fund and provide information about this to young people and their parents and carers.</p>	<p>↻ We are working with others including young people to raise their awareness of the range of options outwith those usually provided by health and social care services.</p> <p>↻ Working with others we are providing advice and support to community based resources to enable them to be inclusive of young people with a wide range of support needs.</p> <p>↻ We are working with others to understand the barriers young people may experience, for example lack of public transport, and how to overcome these.</p>	<p>✓ Young people tell us they are getting the support you need to do the things that are most important to them, including:</p> <ul style="list-style-type: none">• Involvement in their communities• Work• Social life• Independence• Learning• Health <p>✓ Parents and carers tell us they are satisfied with the support their young person is receiving.</p>

Indicator 4b: continued

Assessing	Improving	Delivering
<p>↔ Working with others we ensure representatives from Skills Development Scotland, employability organisations, further and higher education are included in our local transitions forum.</p> <p>↔ Working with others we are gathering information about the numbers of young people who are accessing employability services, and levels of unmet need.</p>	<p>→ In our organisation we ensure all relevant staff are aware of the range of employment support options available to young people and the referral routes to access these.</p> <p>↔ Working with young people and carers, we are reviewing the availability and accessibility of the information they are given about employment options.</p>	<p>✓ Young people, parents and carers tell us they are satisfied with the information and support given about the options and support available to them.</p> <p>✓ Parents and carers tell us about the biggest challenges their young people face, and we use this information to improve our services.</p> <p>✓ Professionals tell us that they are aware of the range of employment support options available to young people and the referral routes to access these.</p> <p>✓ Data demonstrates the employment gap for disabled people in our area has reduced.</p>

Indicator 4c: Our planning and decision-making is done in partnership with young people and their carers

Assessing	Improving	Delivering
<p>→ In our organisation we are reviewing and updating our policies and procedures to ensure they include the involvement of young people and carers in the planning and decision-making processes that most affect them.</p> <p>→ In our organisation we are reviewing existing guidance and frameworks for involvement, such as the Charter for Involvement, and making plans to implement these into our organisation.</p>	<p>→ In our organisation we are consulting with young people, parents and carers about how to best to include them in our planning and decision-making processes, and how to make these processes accessible to them.</p> <p>↔ We are working with others to support young people and their parents and carers to develop their skills, confidence and knowledge to be able to meaningfully participate in decision-making processes.</p>	<p>✓ Young people, parents and carers tell us they have opportunities to influence and be involved in the planning and delivery of services in their local area.</p> <p>✓ We report to young people and carers on the changes we have made in response to what they tell us.</p>

Linking with the other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Are decisions relating to eligibility criteria made in sufficient time to allow for realistic planning to take place? (see Principle 3)
- Are decisions clearly communicated to all those involved, in particular young people and their carers? (see Principle 5)
- Are employability services invited to transitions planning meetings for young people who are considering entering into employment? (see Principle 1)

Evaluation Questions (under consultation)

We ask young people:

- Are you getting the support you need to do the things that are most important to you? How could this be better? (You may wish to list different life areas- communities, work, social life, independence, learning, health, housing etc. so people can comment on them specifically)
- Do you know what your options are for the future and what types of support you can get?
- Have you been asked what you think about how services are planned and run in your local area?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are satisfied with the support your young person is receiving from others
- You have opportunities to influence and be involved in the planning and delivery of services in your local area
- You have the information you need about the options and support available to your young person
 - How could it be better? Select from the list below
 - Person centred planning
 - Open or distance learning
 - Local directory of services
 - Financial and/or legal advice
 - Social and leisure opportunities
 - Housing and accommodation
 - Employability/skills development
 - Other (please specify)
- My young person faces multiple challenges in their everyday life
 - What are the biggest challenges your young person faces? Select from the list below
 - Accessing education
 - Finding employment
 - Budgeting/money management
 - Social relationships
 - Independent living skills (e.g. shopping, cooking, personal organisation)

- Mobility
 - Health
 - Eating/nutrition
 - Transport
 - Housing
 - Anxiety/mental health
 - Gender identity
 - Other (please specify)
- I'm confident I know what could help my young person overcome the challenges they face
 - What would make these easier? Select from the list below
 - Transitions helpline
 - Professionals working in partnership with families/friends
 - More direct support
 - Other (please specify)

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are aware of the range of employment support options available to young people and the referral routes to access these.

Data Questions:

- What is the average age a young person (who was assessed as having additional support needs while at school) receives adult social care support?
- What proportion of young people with additional support needs are assessed as eligible for adult social care services?
- What outcomes are young people achieving?
- How many young people have asked for support but have not received it? E.g. do not meet eligibility or are on a waiting list
- What variation in outcomes /unmet need is there between different groups of young people?

Resources:

Charter for Involvement

arcscotland.org.uk/resources/publications/charter-for-involvement/

A Fairer Scotland for Disabled People: Delivery Plan www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-united-nations-convention/

National Standards for Community Engagement www.voicescotland.org.uk/

'Developing the Young Workforce' (DYW) is Scotland's youth employment strategy and through DYW, the Scottish Government aims to reduce youth unemployment levels by 40% by 2021.

www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/

Developing the Young Workforce: Career Education Standard (3-18)

www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf

Youth Guarantee: No One Left Behind

www.gov.scot/publications/youth-guarantee-no-one-left-behind-initial-report/

Scottish Co-Production Network www.coproductionscotland.org.uk/about/about/

Coming Home: A Report on Out-of-Area Placements and Delayed Discharge for People with Learning Disabilities and Complex Needs www.gov.scot/publications/coming-home-complex-care-needs-out-area-placements-report-2018/

Self-directed support strategy 2010-2020: Implementation Plan 2019-2021

www.gov.scot/publications/self-directed-support-strategy-2010-2020-implementation-plan-2019-21/pages/2/

Inclusive Justice: Co-producing Change: A practical guide to service user involvement in community justice cycj.org.uk/wp-content/uploads/2019/06/Weaver_Lightowler_Moodie-2019-_Inclusive_justice_Final.pdf

ILF Scotland Transition Fund ilf.scot/transition-fund/

Principle 5:

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

“If you can start that process early and do it in the right way with the right information it’s going to make all the difference possibly between a good life and a not so good life for your child.” (Parent)
– ‘Talking About Tomorrow’ Final Report, Contact 2019

Indicator 5a: We provide information that clearly states what young people are entitled to during transitions.

Assessing	Improving	Delivering
<ul style="list-style-type: none">→ In our organisation we are reviewing the information we provide to young people and carers about their rights, entitlements, eligibility criteria and the transitions planning process to ensure it is accurate and accessible.→ In our organisation we are consulting with young people, parents and carers about what information they need to prepare for a successful transition.	<ul style="list-style-type: none">→ In our organisation we are working with young people, parents and carers to produce information responsive to their differing information needs. We are working alongside them to find the most effective ways to disseminate information and ensure we reach everyone.	<ul style="list-style-type: none">✓ Young people, parents and carers tell us that they know what they are entitled during the transitions process.✓ Young people, parents and carers tell us they know how to complain or get help if things are not working well.

Indicator 5b: We provide information that shows what support is available.

Assessing	Improving	Delivering
<ul style="list-style-type: none">→ Working with others across our local area we are mapping the range of support options available to young people.	<ul style="list-style-type: none">→ Working with others we are trialling ways to make information accessible, this might include asset-mapping websites, social media or local transitions fairs. We are consulting with young people, carers and frontline practitioners to get their ideas and feedback.	<ul style="list-style-type: none">✓ Young people, parents and carers tell us that they have the information they need about available options and support.

Indicator 5c: We provide information that is inclusive of different communication needs.

Assessing	Improving	Delivering
<p>↻ In our organisation we are reviewing all of the information we provide; looking at the content, method of dissemination and assessing how inclusive it is of different communication support needs.</p>	<p>↻ In our organisation we are consulting with young people, parents and carers about ways to improve our inclusive communication. Formats might include British Sign Language, alternative audio and video, assistive technologies, board maker, easy read and Talking Mats.</p>	<p>✓ We use inclusive communication to provide information to young people and carers.</p> <p>✓ Professionals tell us that they are confident in using inclusive communication.</p>

Indicator 5d: We provide information that uses common and agreed language.

Assessing	Improving	Delivering
<p>↻ Working with others we are developing consistency in the language we use in the information provided to young people, parents and carers during transition.</p>	<p>↻ In our organisation we are changing the information we provide to make sure we use consistent language across services and avoid the use of professional jargon.</p> <p>↻ In our organisation we are asking young people how helpful they feel the information they are given is, and how it could be improved.</p>	<p>✓ Our information uses common and agreed language across services and is free from professional jargon.</p>

Linking with the other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Do you signpost to services that provide legal advice or advocacy services for young people and carers who are dissatisfied with their transitions planning or outcome? (see Principle 6)
- Do young people and those who care for them have information about local person centred planning opportunities? (see principle 1)
- Are young people and those who care for them aware of the different services they can access and what their eligibility criteria are? (see Principle 4)
- Do you have a joint transitions pathway and if so do young people, their parents or those who care for them know how to access this information? (see Principle 2)

Evaluation Questions (under consultation)

We ask young people:

- Do you know what should happen to help you plan for the future, and who should be involved?
- Do you know how to complain or get help if things are not working well?
- Do you know what your options are for the future, and what types of support you can get?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You have the information you need about the options and support available to your young person
 - How could it be better? Select from the list below
 - Person centred planning
 - Open or distance learning
 - Local directory of services
 - Financial and/or legal advice
 - Social and leisure opportunities
 - Housing and accommodation
 - Employability/skills development
 - Other (please specify)
- You know what you and your young person are entitled to during the transition process
- You are confident that you know how to complain or get help if things are not going well

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are confident in using inclusive communication.

Resources:

Talking About Tomorrow: Preparing Parents in Scotland for Transition
www.talkingabouttomorrow.org.uk

Autism Toolbox www.autismtoolbox.co.uk

Supporting disabled children, young people and their families: guidance www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/

Augmentative and Alternative Communication (AAC) Scotland
www.aacscotland.org.uk/Home/

Principles of Inclusive Communication www.gov.scot/publications/principles-inclusive-communication-information-self-assessment-tool-public-authorities/pages/1/

Inclusive Communication Resources (The Royal College of Speech and Language Therapists)
www.rcslt.org/speech-and-language-therapy/inclusive-communication-overview#section-4

Scotland's Inclusive Communication Hub <https://inclusivecommunication.scot/>

Journey Through Justice – interactive online resource (Centre for Youth and Criminal Justice)
www.cycj.org.uk/resource/journey-through-justice/

Principle 6:

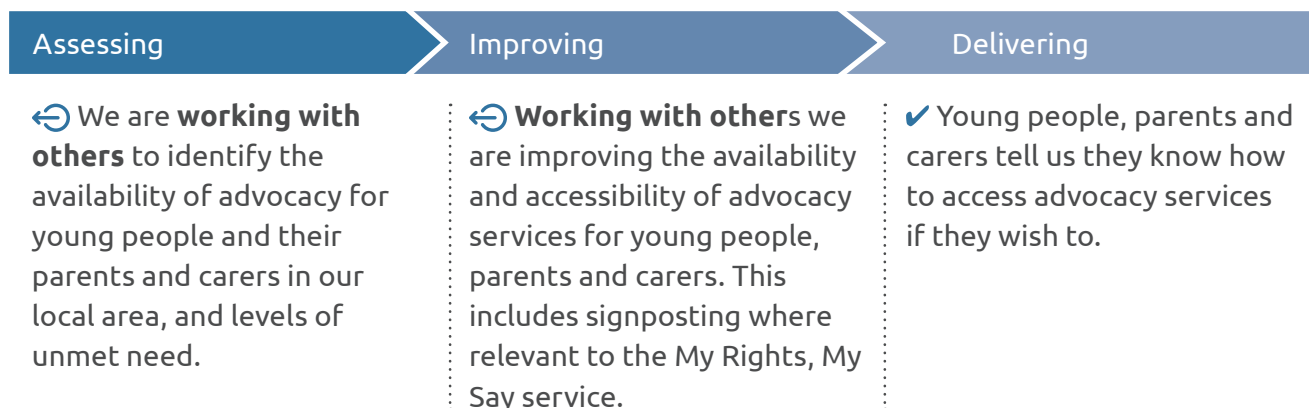
Families and carers need support

Direct quote to follow here.

Indicator 6a: We support family wellbeing needs.

Assessing	Improving	Delivering
<p>→ In our organisation we are consulting with parents and carers to find out how knowledgeable they are about their rights, and the best ways to raise awareness.</p>	<p>→ In our organisation we are piloting approaches to ensure parents and carers are aware of, and can exercise their rights. This includes the right:</p> <ul style="list-style-type: none">• To request an assessment of need for your young person• To request a Carer's Assessment on their own behalf• To be involved in the transition planning process and have their views taken into account• To request an appropriate support plan from your local authority if their child meets the eligibility criteria	<p>✓ Parents and carers tell us they feel able to exercise their rights.</p>
<p>↔ We are working with others including parents, carers, and local carer organisations to develop strategies to help improve the wellbeing of families and carers during transitions. This includes consideration of respite, therapeutic short breaks, direct support in the home, income maximisation and the provision of out-of-hours support services.</p>	<p>↔ Working with others we are implementing policies and procedures to support families in the lead up to and during transitions. These may include access to family networks, peer support, carer forums, training opportunities, and family support for carers of young people with complex needs or those transitioning out of youth justice settings.</p>	<p>✓ Parents and carers tell us they are satisfied with the support they themselves receive.</p> <p>✓ Parents and carers tell us they are satisfied with the support their family as a whole receives.</p> <p>✓ Parents and carers tell us they are able to balance their own needs with their other responsibilities.</p>

Indicator 6b: Advocacy is available at the start and throughout transitions.



Linking with other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Do carers have access to a consistent single point of professional contact throughout the transitions planning process? (see Principle 1)
- Are young people and their carers well informed of what they are entitled to, and what they can expect during the transitions period? (see Principle 5)
- Do parents and carers understand the roles and responsibilities of those involved in the transitions process? (see Principle 2)
- Do parents and carers have opportunities to influence and inform local planning and decision-making processes? (see Principle 4)

Evaluation Questions (under consultation)

We ask young people:

- Do you know what an advocate does? Do you have one? Do you know how to ask for one if you want to?

We ask parents and carers:

- You are confident in exercising your rights as a parent or carer
 - How could this be improved? Select from the list below
 - More information on rights
 - Advocacy or personal support
 - Other (please specify)
- You are satisfied with the support your family as a whole is receiving
- You are satisfied with the support that is available for yourself as a parent or carer
- As a parent or carer you are able to balance your own needs with your other responsibilities
- You know how to access advocacy services

Data Questions:

- How many requests for advocacy have we received and has advocacy been provided?

Resources:

Carer (Scotland) Act 2016: Statutory Guidance www.gov.scot/publications/carers-scotland-act-2016-statutory-guidance/

Talking About Tomorrow: Preparing Parents in Scotland for Transition
www.talkingabouttomorrow.org.uk

Contact contact.org.uk/scotland

Supporting disabled children, young people and their families: guidance www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/

My Rights, My Say www.enquire.org.uk/myrightsmysay/

Carers Trust Scotland carers.org/our-work-in-scotland/our-work-in-scotland

Scottish Independent Advocacy Alliance www.siaa.org.uk/

Families Outside www.familiesoutside.org.uk/families/

Office of the Public Guardian www.publicguardian-scotland.gov.uk

Principle 7:

A continued focus on transitions in our area

Direct quote to follow.

Indicator 7a: We have a plan in place to support continual improvement.

Assessing	Improving	Delivering
<p>↔ Working with others we are developing a jointly agreed improvement plan to implement this framework in our local area.</p>	<p>↔ Working with others we are embedding our improvement plan to implement this framework in our local area. Responsibilities are shared between representatives from different professional sectors. Together we have identified senior professionals in our area who have oversight of this process.</p>	<p>✓ Our local improvement plan is embedded in other relevant local policies and plans, including those related to:</p> <ul style="list-style-type: none">• Education• Health and Social Care• Housing• Learning Disability• Autism• Transport• Employability and Career Management• Youth Justice <p>✓ We include young people, parents and carers in our area as partners in leading the continual improvement and evaluation of our transitions support.</p> <p>✓ Professionals tell us they are aware of the local improvement plan and have opportunities to be involved in implementing it.</p>
<p>→ Within our organisation we are reviewing our approaches to procurement and commissioning for transitions within children and adult health and social care services. This includes commissioning for young people with complex needs.</p>	<p>→ In our organisation we have developed and are implementing a joint procurement and commissioning strategy.</p>	<p>✓ In our organisation we have implemented a long-term joint commissioning strategy for transitions across children and adult services. This includes a proactive approach to planning and commissioning services for young people with complex needs. This strategy is continuously reviewed and improved.</p>

Indicator 7a: continued.

Assessing	Improving	Delivering
<p>↻ Within our organisation we are developing contingency strategies to ensure sustainability of transitions work despite staff changes or organisational restructuring.</p>	<p>↻ In our organisation we have completed and implemented a risk assessment concerning contingency strategies to ensure our transitions work is sustainable.</p>	<p>✓ Our strategies to continually improve and evaluate our transitions support are sustainable and resilient.</p>

Indicator 7b: We share our learning, and learn from others.

Assessing	Improving	Delivering
<p>↻ Working with others we are establishing links between our local organisations, the Scottish Transitions Forum and other national networks to facilitate sharing of knowledge and experiences.</p>	<p>↻ Working with others we share resources and learning with other areas, and review resources others have developed.</p>	<p>✓ Learning from our local transitions work directly contributes to National policy and the continual improvement of transitions support for young people across Scotland.</p> <p>✓ Our local evaluation data contributes to national data sets to inform and measure improvement and achieve sustainable change across Scotland.</p>

Linking with other Principles

There are many ways in which the Principles overlap, meaning they cannot be implemented in isolation and need to be addressed holistically. Below are some prompt questions to help you to identify how this Principle relates to the others.

- Do parents and carers have opportunities to influence and inform local planning and decision-making processes? (see Principle 4)
- Do you routinely evaluate transitions in your local area, and use this data to continually review and make improvements? (see Principle 2)

Evaluation Questions (under consultation)

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are aware of your local transitions improvement plan.
- You have opportunities to be involved in on-going improvements to transitions in your local area.

Data Question

- To what extent does spend and investment in young people result in longer-term improved quality of life and reduced spend.

Resources:

Scottish Transitions Forum www.scottishtransitions.org.uk

Evaluation Support Scotland www.evaluationsupportscotland.org.uk/

The Lasting Difference www.thelastingdifference.com/

Data and Evaluation: Measuring effectiveness

The purpose of this section is to provide guidance on how data and evaluation feedback can better inform planning and support for young people. This section is a 'work in progress' and we particularly welcome input from those who are able to contribute to this.

Our approach to measuring effectiveness is based on the following:

- Making best use of existing data sources and identifying additional data required
- Coordinating feedback from young people, carers and staff

Further work is required to develop these approaches, learn from good work already happening and to develop practical tools and resources that can be readily adopted by organisations and agencies across Scotland. This promises to avoid duplication of effort in what is a complex area. Developing and testing these resources will be an important aspect of trialling Principles into Practice.

Making best use of existing data sources and identifying additional data required:

Throughout Principles into Practice we identify the most important 'data questions' relevant to informing the planning and decision-making for each Principle. These are questions that will help you to gather quantitative data, which together with the qualitative data gathered through your evaluative feedback (see section below), will help you form an understanding of to what extent each Principle has been put into Practice in your service and across your local area and where further work is required.

The data questions are:

- 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 who are likely to require support post school have had an assessment of their needs by children's or adult services?
- How many young people with additional support needs are due to leave further or higher education in our area in the next two years?
- How many young people with additional support needs have a written down transitions plan?
- What proportion of young people (who were assessed as having additional support needs while at school) are assessed as eligible for adult social care services?
- What is the average age that a young person (who was assessed as having additional support needs while at school) receives adult social care support?
- What outcomes are young people achieving?
- How many young people have asked for support but have not received it? e.g. do not meet eligibility or are on a waiting list.
- How many requests for advocacy have we received and has advocacy been provided?

There are two further data questions, which will likely require a greater amount of focus in order to answer. These are:

- What variation in outcomes/unmet need is there between different groups of young people? e.g. young people with a learning disability or young people with autism.
- To what extent does spend and investment in young people result in longer-term improved quality of life and reduced spend.

At present there is likely to be significant gaps between the data you need and what is available. We have listed National policy information and statistics at the end of this section, however these are likely to be of limited value to you. Other potentially more useful and locally focused data sources are available by request, for example from Skills Development Scotland's Data Hub and the Scottish Funding Council. Further work is required to explore to what extent these help answer our questions. As part of the trial phase ARC Scotland will support a small number of local authority areas to explore all existing available data sets, review what localised approaches have been developed, how they link and where data sharing agreements are in place. All data we seek will be anonymised - at this stage we will not be seeking to identify or track individuals. This process should highlight to what extent our transitions questions can be answered and what further work is required. Seeking to establish systems to gather new data will be complex, time consuming and a last resort.

There is a need for basic data to track numbers of young people who are moving from school / children's services on to adult services in order to co-ordinate support between services and to ensure individuals get the support they need (Principle 2). There will be less data about those with low to moderate needs, particularly those attending mainstream schools. We need to make sure these young people are included and information is passed on and we do not miss those who do not meet eligibility criteria or are not currently engaging with services.

Feedback from young people, parents, carers and staff

Feedback from young people, parents, carers and staff is essential to enable you to use this improvement framework in a meaningful way. This is best achieved by different professional sectors using the same basic evaluation questions in their consultations with young people, parents, carers and staff. This will enable you to collate findings at a service and area-wide basis, and to continually refine and improve what you do based on people's lived experiences. The evaluation questions that parents, carers young people and staff will be asked are listed below, with a note of the Principle that they most apply to.

To gather this information we have developed 'Compass', a web-based application for parents, carers and young people. Compass will provide them with targeted information to help navigate their transitions, while inviting them to communicate their experiences by responding to our evaluation questions. To get an understanding of how their experiences change over time young people, parents and carers will be invited to respond to these questions on multiple occasions. Compass will be tested during the trial phase, beginning with the parent and carer interface, before being made more widely available. We will continue to consult with young people, parents and carers to ensure we are asking the questions that are most relevant and important to them, and that Compass provides them with the information they need. The questions shown below are therefore subject to change.

Evaluation Questions (under consultation)

We ask young people:

- Has someone been helping you to make a plan for what you want to do in the future? Has this been helpful? (Principle 1)
- Do you feel people are listening and including you in decisions made about your life? What else should they do to include you? (Principle 1)
- Does your plan have the things most important to you in it? (Principle 1)
- Do you get to choose who comes to your transitions meetings? (Principle 1)
- Is everyone helping you plan for the future working well together? (Principles 2)
- Have you been given enough time and help to plan for your future? (Principle 3)
- Are you able to change what is in your plan if you want to? (Principle 3)
- Are you getting the support you need to do the things that are most important to you? How could this be better? (You may wish to list different life areas- communities, work, social life, independence, learning, health, housing etc. so people can comment on them specifically) (Principle 4)
- Do you know what your options are for the future and what types of support you can get? (Principle 4)
- Have you been asked what you think about how services are planned and run in your local area? (Principles 4)
- Do you know what should happen to help you plan for the future, and who should be involved? (Principle 5)
- Do you know how to complain or get help if things are not working well? (Principle 5)
- Do you know what your options are for the future and what types of support you can get? (Principle 5)
- Do you know what an advocate does? Do you know how to ask for one if you want to? (Principle 6)

We ask parents and carers:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- Everyone has agreed a written down plan to support your young person's transition (Principle 1)
- You are satisfied with the support your young person is receiving to plan for their future (Principle 1)
- Your young person's views are listened to and they are included in decisions made about their lives (Principle 1)
- Someone other than yourself is taking the lead in coordinating planning for your young person's transition (Principle 1)

- Is there anyone it would be helpful to involve? Select from the list below
 - Social worker
 - Teacher/tutor
 - Health professional
 - Support agency
 - Friend/family member
 - Other (please specify)
- The plan reflects what is important to your young person and how they want to live their life (Principle 1 & 3)
- Your views are listened to in evaluating your young person's experience of transition (Principle 2)
- There is a clear transitions pathway for your young person (Principle 2)
- You know enough about the roles and responsibilities of the people involved in your young person's transition (Principle 2)
- Everyone involved (young person, family, professionals) is working well together (Principle 2)
- You are confident that you are able to change your young person's plan if their/your situation changes (Principle 3)
- You are getting enough time and support to plan for the future (Principle 3)
- You are satisfied with the support your young person is receiving from others (Principle 4)
- You have opportunities to influence and be involved in the planning and delivery of services in your local area (Principle 4)
- You have the information you need about the options and support available to your young person (Principle 4 & 5)
 - How could it be better? Select from the list below
 - Person centred planning
 - Open or distance learning
 - Local directory of services
 - Financial and/or legal advice
 - Social and leisure opportunities
 - Housing and accommodation
 - Employability/skills development
 - Other (please specify)
- You know what you and your young person are entitled to during the transition process (Principle 5)
- You are confident that you know how to complain or get help if things are not going well (Principle 5)
- You are confident in exercising your rights as a parent or carer (Principles 6)
 - How could this be improved? Select from the list below
 - More information on rights
 - Advocacy or personal support
 - Other (please specify)

- You are satisfied with the support that is available for yourself as a parent or carer (Principle 6)
- You are satisfied with the support your family as a whole is receiving (Principle 6)
- As a parent or carer you are able to balance your own needs with your other responsibilities (Principle 6)
- You know how to access advocacy services (Principle 6)
- My young person faces multiple challenges in their everyday life (Principle 2 & 4)
 - What are the biggest challenges your young person faces? Select from the list below
 - Accessing education
 - Finding employment
 - Budgeting/money management
 - Social relationships
 - Independent living skills (e.g. shopping, cooking, personal organisation)
 - Mobility
 - Health
 - Eating/nutrition
 - Transport
 - Housing
 - Anxiety/mental health
 - Gender identity
 - Other (please specify)
- I'm confident I know what could help my young person overcome the challenges they face (Principle 2 & 4)
 - What would make these easier? Select from the list below
 - Transitions helpline
 - Professionals working in partnership with families/friends
 - More direct support
 - Other (please specify)

We ask professionals:

Rate the following statements using a scale of 1 – 5 (where 1 = strongly disagree and 5 = strongly agree)

- You are enabled to work in a person-centred way, ensuring young people are listened to and included in the decisions made about their lives. (Principle 1)
 - What would help make this better? Select from the list below
 - More training on person-centred approaches
 - More time to get to know the young person
 - Other (please specify)

- There is joint transitions planning documentation in place which is comprehensive and effective. (Principle 1)
- There is a key person identified to coordinate the transition planning for each young person. (Principle 1)
- You have good relationships and communication with other local partners involved in transitions. (Principle 2)
- You clearly understand your role and responsibilities during transitions, and the roles and duties of others involved. (Principle 2)
- The information sharing processes within your organisation and with others are effective and support the transitions planning process. (Principle 2)
- You have undertaken transitions training and have opportunities for continuing professional development. (Principle 2)
- There is an effective, joined up approach to assessment between children and adult services. (Principle 3)
- You are able to begin transition planning with young people at least two years before they leave school. (Principle 3)
- You are aware of the range of employment support options available to young people and the referral routes to access these. (Principle 4)
- You are confident in using inclusive communication. (Principle 5)
- You are aware of your local transitions improvement plan. (Principle 7)
- You have opportunities to be involved in on-going improvements to transitions in your local area. (Principle 7)

Policy information and statistics

A complex (and often bewildering) array of policy information and statistics is available to help us better understand the experience of young people who require additional support as they make the transition from school to adulthood. This section focuses on those which are up-to-date, relevant and available online. It suggests some questions you may have, and possible sources of answers.

General

Policy / statistical question	Possible answer
Where can I see the Scottish Government's broad policy on education - from school through to work?	The ' 15 – 24 Learner Journey Review ' published in May 2018 outlines the Scottish Government's vision for a 'world class education and skills system'. It highlights the need for advice and guidance, for work-based learning, and for young people to be able to progress more quickly. www.gov.scot/publications/15-24-learner-journey-review-9781788518741/

While the young person is at school

Policy / statistical question	Possible answer
How can I get a picture of how well young people are doing as they make the transition to adulthood?	<p>'School leaver attainment and initial destinations: statistics' (Scottish Government 2019) www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/ This is the first 'Summary Statistics for Attainment and Initial Leaver Destinations' report. In June 2019 the first edition of 'Summary Statistics for Follow-up Leaver Destinations' will be published. Both of these publications report on all school leavers.</p>

Further useful information is available in the '**Supporting Files**' section of the website (an excel spreadsheet) www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/.

All the tables mentioned below are available in the 'Supporting Files'.

Policy / statistical question	Possible answer
How well do young people who require additional support do academically compared to young people who don't?	Table A3.2. 'Percentage of secondary and special school leavers from publicly funded schools by total qualifications achieved and Additional Support Need, 2017/18'. This provides statistics on the qualifications achieved by young people who require additional support in 2017/18
What are the long term academic trends for young people who require additional support?	Table 6. 'Percentage of school leavers by attainment at SCQF Level 4 to 6, by pupil characteristic, 2009/10 to 2017/18'. This provides statistics on attainment at SCQF Level 4 to 6 and pupil characteristic (including additional support needs) for the period 2009 to 2018.
How well do young people from my local authority do compared with other authorities?	Table L2.1. 'Percentage of school leavers by initial destination and local authority, 2009/10 to 2017/18. This provides statistics on the 'initial destination' and 'local authority' for the period 2009 to 2018.
Where can I find out how young people with different types of need do when they leave school?	Table L3.1. 'Percentage of secondary and special school leavers from publicly funded schools in Scotland by initial destination and Additional Support Need, 2017/18'. This provides statistics on the 'destination' and 'reason for support' for young people in 2017/18.
What are the long term trends in positive destinations for young people who require additional support?	Table 3 'Percentage of school leavers in a positive initial destination, by pupil characteristic, 2009/10 to 2017/18'. This provides statistics on positive destinations and pupil characteristic (including additional support needs).

When the young person leaves school

Policy / statistical question	Possible answer
<p>What is the Scottish Government's policy on helping young people find the job they want?</p>	<p>'Developing the young workforce: 2017 - 18 progress report' (Scottish Government, December 2018) www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/</p> <p>'Developing the Young Workforce' (DYW) is Scotland's youth employment strategy. Through DYW, the Scottish Government aims to reduce youth unemployment levels by 40% by 2021.</p> <p>The strategy aims to create an enhanced curriculum offer for young people in schools, colleges and to increase opportunities for employment.</p>
<p>How well is the Scottish Government doing in trying to achieve this?</p>	<p>The fourth annual progress report of the 'Developing the Young Workforce' (DYW) programme includes some useful data on equalities, and on young people with disabilities in particular.</p> <p>www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/pages/9/</p> <p>As examples, the DYW report includes the following types of information:</p> <ul style="list-style-type: none">• There is a commitment (KPI 10) to increase the employment rate for disabled young people to the population average by 2021. The 2017 rate for all young people was 59.4%, with the figure for young disabled people being 42.3%• The Scottish Government will publish a Disability Employment Action Plan (DEAP) in 2019, setting out initial steps towards achieving its ambition to reduce the disability employment gap by at least half and building on work underway across a number of programmes of activity.• The number of Modern Apprenticeship starts who self-identify as disabled has improved year on year since the DYW action plan commenced. 11.3% of starts self-identified an impairment, health condition or learning difficulty, an increase of 2.7 percentage points in 2016/17 (8.6%) and an increase of 7.4 percentage points since 2015/16 (3/9%), the baseline figure.

Policy / statistical question	Possible answer
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What is the Annual Participation Measure (APM) and why is it important?

'Annual Participation Measure for 16 – 19 year olds in Scotland 2018' (Skills Development Scotland, August 2018, revised November 2018)
www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/participation-measure/?page=1&statisticCategoryId=7&order=date-desc

Skills Development Scotland (SDS) worked with the Scottish Government to develop a new measure of participation, first published in 2015, which allows identification of the participation status of the wider 16-19 cohort. This was developed to become the Annual Participation Measure (APM).

How are young people doing according to the APM?

This latest Participation Measure report (published August 2018) marks the fourth release of statistics on the participation of 16-19 year olds at a national and local authority level. The Annual Participation Measure has been adopted in the Scottish Government's National

Performance Framework as the measure of young people's participation. The report contains an analysis of participation statuses broken down by disability (page 14).

As examples, the report includes the following types of information:

- At 86.3%, the participation rate of 16-19 year olds identified as disabled was 5.5 pp lower than the national average and 5.8 pp lower than those identified as not disabled.
- The participation rate for those identified as disabled has shown a slight year on year increase since 2016. Despite this, the participation gap between those identified as disabled and those not identified as disabled has widened. In 2016 the gap was 4.5 pp but by 2018 this had increased to 5.8 pp.
- Table 8 on page 16 provides a breakdown of the APM results by local authority for 2016, 2017 and 2018.

Policy / statistical question	Possible answer
<p>Where can I get information about young people who require additional support and modern apprenticeships?</p>	<p>Equalities action plan for Modern Apprenticeships in Scotland (SDS 2015) www.skillsdevelopmentscotland.co.uk/media/40691/2869_sds_equalities_action_plan_digital_v7.pdf</p> <p>This five-year plan outlines the range of work Scottish Government will do to improve diversity and equality of opportunity in Scottish Apprenticeships. The plan outlines its contribution towards achieving the ambitions from Developing Scotland's Young Workforce to increase the employment rate for young disabled people to the population average by 2021.</p>
<p>How are they doing in practice?</p>	<p>Apprenticeship Equality Action Plan Annual Report 2018 www.skillsdevelopmentscotland.co.uk/media/44830/apprenticeship-equality-action-plan.pdf</p> <p>This second annual report reported progress against the targets identified by Scottish Government in Developing Scotland's Young Workforce.</p> <p>As an example, the report includes the following types of information:</p> <ul style="list-style-type: none"> • Against the 2021 target of 12.5% of MA starts self-identifying an impairment, health condition or learning difficulty, 11.3%% had been achieved by 2017-18.