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

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<tr>
<td>In our organisation we are reviewing our policies and procedures to ensure they are consistent with young people being at the centre of any decisions about their lives.</td>
<td>In our organisation we provide guidance, learning and training to all staff involved in the planning, commissioning and delivering of services to better able them to put our policies into practice and understand the importance of young people being at the centre of decisions about their lives.</td>
<td>✓ Young people tell us they feel listened to and respected in all decisions about their lives. ✓ Young people that they choose who comes to their transitions meetings. ✓ Young people tell us that they choose what is decided at their transition meetings. ✓ Young people tell us what else we can do to better listen to them and include them in decisions.</td>
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Indicator 1b: We have a shared understanding and commitment to person-centred approaches across all services

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<tr>
<td>🔄 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.</td>
<td>🔄 Working with others we make person-centred planning processes available to all young people and is not limited by eligibility or entitlement. This may include using different tools such as MAPS and PATHS.</td>
<td>✅ Young people and their parents and carers tell us they are happy with the support they have received to plan for their future.</td>
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<tr>
<td>🔄 In our organisation we are identifying training needs for professionals in relation to person-centred planning approaches.</td>
<td>🔄 In our organisation we are providing training for staff in person-centred planning processes to meet demand.</td>
<td>✅ Professionals tell us that they are enabled to work in a person-centred way.</td>
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Indicator 1c: We ensure young people have a single plan

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<tr>
<td>🔄 Working with others we are developing joint transition planning documentation. 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.</td>
<td>🔄 In our organisation we are piloting the new planning documentation and are consulting with practitioners, young people and their carers to evaluate its effectiveness.</td>
<td>✅ Young people, tell us their plan includes the things most important to them.</td>
</tr>
<tr>
<td>🔄 In our organisation we are reviewing our policies and procedures to ensure we are identifying a key person to take a coordinating role throughout each young person’s transition planning process.</td>
<td>🔄 Working with others we are collating our evaluative feedback and using it to make improvements.</td>
<td>✅ Parents and carers tell us that there is an agreed, written down plan to support their young person’s transition.</td>
</tr>
<tr>
<td>🔄 In our organisation we are embedding our updated policies and procedures, ensuring a key person is designated early on in transitions planning to take on a co-ordinating role.</td>
<td>🔄 In our organisation we are embedding our updated policies and procedures, ensuring a key person is designated early on in transitions planning to take on a co-ordinating role.</td>
<td>✅ Professionals tell us that the joint transitions planning documentation is comprehensive and effective.</td>
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<td>✅ Parents and carers tell us they know whom they can speak to about their young person’s transitions plan.</td>
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<tr>
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<td>✅ Professionals tell us for each young person’s transition there is a key person identified to take on a coordinating role.</td>
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</table>
Linking with the other Principles

There are many ways in 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 if things aren’t working well? (see Principle 5)

Evaluation Questions (under consultation)

We ask young people:
- Has a plan been made to help you with what you want to do in the future? How happy are you with it?
- Do you feel people are listening and including you in all 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 have someone to speak to if you want help or information about what you want to do in the future? Who is this?

We ask parents and carers:
- Has everyone agreed a plan to support your young person’s transition? How satisfied are you with it?
- Is your young person listened to and included in decisions made about them?
- Is there a key person other than yourself who takes a co-ordinating role in the planning of your young person’s transition?

We ask professionals:
- Do you know who the key person is for coordinating transitions for each young person you support?
- To what extent are you enabled to listen to and include young people in the decisions made about their lives? What would help make this better?

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) https://www.togetherscotland.org.uk
Getting It Right For Every Child (GIRFEC) https://www.gov.scot/policies/girfec/
Getting it Right for YOUR CHILD: Wellbeing Activity for parents and carers (Health and Social Care Alliance Scotland) http://89.145.103.204/~alliancescotland/wp-content/uploads/2017/10/Getting_it_Right_for_YOUR_CHILD_exercise_JULY_20171.pdf
Getting to know Getting It Right For Every Child – Adult Easy Read Guides (Health and Social Care Alliance Scotland) https://www.alliance-scotland.org.uk/blog/resources/getting-to-know-getting-it-right-for-every-child-adult-easy-read-guides/
Communication, Access, Literacy and Learning (CALL) Scotland https://www.callscotland.org.uk/home/
Augmentative and Alternative Communication (AAC) Scotland https://www.aacscotland.org.uk/Home/
Talking Mats https://www.talkingmats.com/
Digital Passports (PAMIS) http://pamis.org.uk/services/digital-passports/
My Communication Pass http://www.mycommpass.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.

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| ✏ Working with others we are bringing all relevant partners together within a local transitions forum to explore how we can work collectively to improve transitions in our area. This includes:  
- Paediatric and adult health  
- 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 (including Secure Care and Young Offender Institutions)  
- Local transport providers  
- Advocacy  
- Young people and carers | ✏ Working with others in our local transitions forum we are meeting regularly, and have agreed an agreed a Terms of Reference for the forum that sets out how we will work in partnership.  
- Working with others we routinely ask young people, parents and carers about how happy they are with the support they have received.  
- We analyse this information to make improvements to the way we provide support. | ✅ Professionals tell us they have improved relationships and communication with other local partners involved in transitions.  
- Young people, parents and carers tell us they are happy with the support they have received from the different services they are working with. |
**Indicator 2a: continued**

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<tr>
<td>✐ 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. We are seeking examples from other areas to help inform our work.</td>
<td>✐ 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.</td>
<td>✔ Professionals tell us they clearly understand their roles and responsibilities during transitions, and the roles and duties of others involved. Parents, young people and professionals report there is a smooth transition from children’s to adult services.</td>
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<tr>
<td>✐ 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.</td>
<td>✐ Working with others we are collectively reviewing the data and using it to make improvements to the pathway.</td>
<td>✔ Professionals tell us information sharing processes within their organisation and with others are effective and support the transitions planning process. Working with others we routinely review the information provided by young people and carers concerning the successes and challenges they experienced. Working with others we modify and adapt our transitions pathway in light of this information.</td>
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<tr>
<td>✐ Working with others we are developing information sharing agreements to support transitions planning.</td>
<td>✐ 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.</td>
<td>✔ Working with others we ask young people and carers about the biggest challenges they faced during transitions and what actions should be taken to improve them. We also ask them what has gone well.</td>
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<tr>
<td>✐ 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.</td>
<td>✐ Working with others we ask young people and carers about the biggest challenges they faced during transitions and what actions should be taken to improve them. We also ask them what has gone well.</td>
<td>✔ Working with others we routinely review the information provided by young people and carers concerning the successes and challenges they experienced. Working with others we modify and adapt our transitions pathway in light of this information.</td>
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Indicator 2a:  **continued**

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<tr>
<td>🎯 <strong>Working with others</strong> 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.</td>
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Indicator 2b:  **Our learning and development opportunities include an understanding of all aspects of transitions.**

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<tr>
<td>🎯 <strong>In our organisation</strong> we are undertaking training needs assessments and developing plans to embed transitions training for all staff involved in transitions.</td>
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<tr>
<td>🎯 <strong>Working with parents</strong>, carers and young people we are providing opportunities for them to be involved in the design and delivery of our transitions training.</td>
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<tr>
<td>🎯 <strong>Working with others</strong> 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.</td>
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<tr>
<td>🎯 <strong>Working with others</strong> we are providing joint training to all staff involved in transitions, which includes an overview of the legislative and policy context.</td>
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<tr>
<td>✅ All professionals involved in supporting young people in transitions have undertaken transitions training and have opportunities for continuing professional development.</td>
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<tr>
<td>Young people, parents and carers are involved in the design and delivery of all our transitions training.</td>
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Indicator 2c: We evaluate transitions in our area.

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<td>🌐 In our organisation we are reviewing all existing sources of qualitative and quantitative data that relate to transitions.</td>
<td>🌐 Working with others, we are engaging with young people, parents and carers on the design of a collective approach to gathering their feedback. 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.</td>
<td>✔ 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.</td>
</tr>
<tr>
<td>🌐 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 carers.</td>
<td>🌐 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.</td>
<td>✔ Each year, we receive evaluation responses from most of the young people and their parents and carers in our area.</td>
</tr>
<tr>
<td>🌐 In our organisation we are engaging with young people, parents and carers on the design of a collective approach to gathering their feedback. 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.</td>
<td>🌐 Working with others we regularly review the data we collectively gather to identify strengths and areas for improvement across our local area.</td>
<td>✔ 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.</td>
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Linking with the other Principles

There are many ways in 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 difficulties to contribute? (see Principle 5)

Evaluation Questions (under consultation)

We ask young people:
- What are the challenges you face? What would make them easier?
- What are you most pleased about?

We ask parents and carers:
- What are the biggest challenges your young person faces? What would make them easier?
- What are you most pleased about?

We ask practitioners:
- To what extent are you able to communicate and share information effectively with professionals from other agencies? What would make this better?
- How clear are you about your role in transition planning for the young people you support? How well have you been supported to undertake this role? What would help?

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

Children and Young People (Information Sharing) (Scotland) Bill
https://www.gov.scot/policies/girfec/information-sharing/

Information Commissioner’s Office 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.**

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- **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. This should also include identifying young people who will require legal Guardianship and supporting parents or carers to apply for it.

  This includes those who are not currently attending school or who may have been excluded, placed ‘out of area’, or are home educated.

- **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.

- **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.

- **In our organisation** we are implementing our practices, polices and procedures, to ensure a flexible and responsive approach to transitions planning.

- **Young people and their parents and carers** tell us they were given enough time and help to plan what to do after school.

- **Young people and their parents and carers** tell us they are happy with their plans and are supported to regularly review and update them.
**Indicator 3b:** We have joint approaches to assessment between children and adult services.

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<td>✏️ Working with others we are reviewing our existing approaches to assessment to ensure they are consistent with GIRFEC and Self-directed Support principles.</td>
<td>✏️ Working with others we are piloting new joined up approaches and documentation for adult assessments incorporating GIRFEC and Self-directed Support principles.</td>
<td>✔ Professionals, parents and carers tell us the joint approach to assessment between children and adult services is working effectively.</td>
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<tr>
<td>✏️ 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.</td>
<td>Holistic needs assessments are used for service planning, diagnostic assessments completed on time to avoid delays in access to services.</td>
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**Indicator 3c:** Our transitions planning and support continues to age 25.

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<tr>
<td>✏️ 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.</td>
<td>✏️ 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.</td>
<td>✔ Young people and their parents and carers tell us they were given enough time and help to plan for transitions up to age 25.</td>
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<tr>
<td>✏️ 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.</td>
<td>✔ Working with others we are implementing streamlined approached to routinely follow up with young people to ensure all services are in place following transition.</td>
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</table>
There are many ways in 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?

We ask parents and carers:
- Is enough time and support been given to help your young person plan for the future?
- Do you know how to make changes to your young person’s plan to take into account new challenges or anticipated changes in future?

We ask professionals:
- How well are you enabled to support the young people to start planning early enough? What would help make this better?
- How well are you enabled to support young people to create, review and manage their transition plans from ages 14 to 25? What would help make this better?
- To what extent are you enabled to coordinate young people’s assessment and plans between child and adult services? How can this be improved?

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


Getting It Right For Every Child [https://www.gov.scot/policies/girfec/](https://www.gov.scot/policies/girfec/)


Statutory Guidance on Aftercare [https://www.staf.scot/Handlers/Download.ashx?IDMF=d-1fc405e-fc09-49c1-ad85-bbbe8a1ca5e2](https://www.staf.scot/Handlers/Download.ashx?IDMF=d-1fc405e-fc09-49c1-ad85-bbbe8a1ca5e2)

Scottish Care Leavers Covenant [https://careleaverscovenant.squarespace.com/](https://careleaverscovenant.squarespace.com/)

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

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<td>📊 In our organisation we are reviewing the data available to us both locally and nationally relating to transitions, and are working to identify levels of unmet need.</td>
<td>📊 In our organisation we are accessing and analysing all available sources of data to establish how many young people require support and levels of unmet need.</td>
<td>✔ In our local area we have the data we need to give us a full understanding of the numbers of young people who require support, the age at which young people are assessed for and receive adult health and/or social care support, the outcomes they are achieving and levels of unmet need.</td>
</tr>
<tr>
<td>✏ Working with others in our local area we are trying to establish the numbers of young people we are collectively providing post school support, including healthcare to, the outcomes they are achieving and levels of unmet need. This includes young people with complex needs who might at risk of, or currently in, out-of-area placements, or who have a higher level of overlooked and unmet health needs.</td>
<td>✏ Working with others we have developed our own data capturing processes to meet gaps within existing data sources.</td>
<td>✔ We provide support at an early stage for young people to help prevent them requiring more intensive social care support, or developing avoidable health complications in the longer term.</td>
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| ✏ Working with others we are collating data to help us understand the average age that a young person (who was assessed as having additional support needs while at school) receives adult social care support, and is fully transitioned into the adult health system. | ✔ Working with others we use this data to help to inform the planning and commissioning of all local services. | }
Indicator 4b: We provide support for those who do not meet eligibility criteria for funded social care support

Initial

öm 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.

öm 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.

öm In our organisation we ensure staff are aware of the ILF Transition Fund and provide information about this to young people and their carers.

öm Working with others we ensure representatives from Skills Development Scotland, employability organisations, further and higher education are included in our local transitions forum.

öm Working with others we are gathering information about the numbers of young people who are accessing employability services, and levels of unmet need.

Improving

öm 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.

öm 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.

öm We are working with others to understand the barriers young people may experience, for example lack of public transport, and how to overcome these.

öm 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.

öm Working with young people and carers, we are reviewing the availability and accessibility of the information they are given about employment options.

Delivering

öm Young people tell us they are getting the support they need to do the things that are most important to them, including:

- Involvement in their communities
- Work
- Social life
- Independence
- Learning
- Health

öm Young people, parents and carers tell us they are happy with the information and help given about the support and options available to them.

öm Data demonstrates the employment gap for disabled people in our area has reduced.
Indicator 4c: Our planning and decision-making is done in partnership with young people and their carers

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<tr>
<td>🔄 <strong>In our organisation</strong> 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.</td>
<td>🔄 <strong>In our organisation</strong> we are consulting with young people 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.</td>
<td>✅ All young people and their carers have opportunities to influence and inform our planning and decision-making processes. This includes the design and delivery of services for young people with complex needs.</td>
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<tr>
<td>🔄 <strong>In our organisation</strong> we are reviewing existing guidance and frameworks for involvement, such as the Charter for Involvement, and making plans to implement these into our organisation.</td>
<td>🔄 <strong>We are working with others</strong> to support young people and their carers to develop their skills, confidence and knowledge to be able to meaningfully participate in decision-making processes.</td>
<td>✅ We report to young people and carers on the changes we have made in response to what they tell us.</td>
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</table>
Linking with the other Principles

There are many ways in 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)

We ask parents and carers:
- How satisfied are you with the support your young person is receiving? (You may wish to list different life areas- communities, work, social life, independence, learning, health, housing etc. so people can comment on them specifically)

We ask professionals:
- How satisfied are you with the support you are able to provide to young people? What else needs to be done?

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


National Standards for Community Engagement http://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. https://www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/

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


ILF Scotland Transition Fund https://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.

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<thead>
<tr>
<th>Initial</th>
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<tbody>
<tr>
<td>🔄 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.</td>
<td>🔄 In our organisation we are working with young people, parents and their carers to produce information responsive to their differing information needs. We are working alongside them to find the most effective ways to disseminate information, including to people who may be defined as ‘hard to reach’.</td>
<td>✔ Young people, parents and carers tell us they know how to complain if things are not working well.</td>
</tr>
<tr>
<td>🔄 In our organisation we are consulting with young people, parents and carers about what information they need to prepare for a successful transition.</td>
<td>✔ Young people, parents and carers tell us that information on transitions, available supports and services, and their entitlement is clear and easily accessible to them.</td>
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### Indicator 5b: We provide information that shows what support is available.

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<tr>
<td>🔄 Working with others across our local area we are mapping the range of support options available to young people.</td>
<td>🔄 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.</td>
<td>✔ Young people, parents and carers tell us they are happy with the information they have received about what support is available.</td>
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Indicator 5c: We provide information that is inclusive of different communication needs.

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<tr>
<td>In our organisation we are reviewing all of the information we provide, including paper and web based, and how we provide it, to assess how inclusive it is of different communication support needs.</td>
<td>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.</td>
<td>We use inclusive communication to provide information to young people and carers.</td>
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Indicator 5d: We provide information that uses common and agreed language.

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<tr>
<td>Working with others we are working with partners across services to develop consistency in the language we use, in the information we provide to young people and their carers transition.</td>
<td>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.</td>
<td>Our information uses common and agreed language across services and is free from professional jargon.</td>
</tr>
<tr>
<td>In our organisation we are asking young people how helpful they feel the information they are given is, and how it could be improved.</td>
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Linking with the other Principles
There are many ways in 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 their carers have information about local person centred planning opportunities? (see principle 1)
- Are young people their parents or 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:
- How helpful is the information you have been given about the support and choices available to you? How could it be better?
- Do you know how to complain if things are not working well?

We ask parents and carers:
- How helpful is the information you have been given about the support and choices available to your young person? How could it be better?

We ask professionals:
- How helpful is the information you are able to give to young people and their carers? How can it be improved?

Resources:

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

Autism Toolbox http://www.autismo.toolbox.co.uk


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


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

Scotland’s Inclusive Communication Hub http://inclusivecommunication.scot/

Principle 6:

Families and carers need support

Direct quote to follow here.

Indicator 6a: We support family wellbeing needs.

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- 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.

- In our organisation we are piloting approaches to ensure parents and carers are aware of, and can exercise their rights. This includes the right:
  - To request an assessment of needs 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 your child meets the eligibility criteria

- 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.

- 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.

- Parents and carers tell us they are awareness of their rights, and feel are able to exercise them.

- Parents and carers tell us they are happy with the support they receive during their young person’s transition.
**Indicator 6b: Advocacy is available at the start and throughout transitions.**

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<tr>
<td>☎️ We are <strong>working with others</strong> to identify availability of advocacy for young people and their parents and carers in our local area, and levels of unmet need.</td>
<td>☎️ <strong>Working with others</strong> we are improving the availability and accessibility of advocacy services for young people, parents and carers. This includes signposting where relevant to the My Rights, My Say service.</td>
<td>✔️ Young people, parents and carers tell us they know how to access advocacy if they wish to.</td>
</tr>
</tbody>
</table>
Linking with other Principles

There are many ways in 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, carers and other family members understand what they are entitled to, and what to expect from those involved in the transitions process? (see Principle 2)
- Do parents, carers and other family members have opportunities to influence and inform you 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:
- How satisfied are you with the support you and your family have received?
- Are you satisfied with how your views are included in the plans for your young person?
- Have you been made aware of your rights as a carer and how to exercise these?

We ask professionals:
- To what extent are you able to support the wellbeing needs of the whole family during transition? What would help make this better?

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

Resources:

Contact [https://contact.org.uk/advice-and-support/local-support/contact-in-your-area/offices/edinburgh/](https://contact.org.uk/advice-and-support/local-support/contact-in-your-area/offices/edinburgh/)
My Rights, My Say [https://enquire.org.uk/myrightsmysay/](https://enquire.org.uk/myrightsmysay/)
Carers Trust Scotland [https://carers.org/country/carers-trust-scotland](https://carers.org/country/carers-trust-scotland)
Scottish Independent Advocacy Alliance [https://www.siaa.org.uk/](https://www.siaa.org.uk/)
Families Outside [https://www.familiesoutside.org.uk/families/](https://www.familiesoutside.org.uk/families/)
Office of the Public Guardian [https://www.publicguardian-scotland.gov.uk](https://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.**

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<tr>
<td>✅ Working with others we are developing a jointly agreed improvement plan to implement this framework in our area.</td>
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<tr>
<td>☐ 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.</td>
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| ✓ Our local improvement plan is embedded in other relevant local policies and plans, including those related to:  
  - Education  
  - Health and Social Care  
  - Housing  
  - Learning Disability  
  - Autism  
  - Transport  
  - Employability and Career Management  
  - Youth Justice  

We include young people, parents and carers in our area as partners in leading the continual improvement and evaluation of our transitions support. |

| ☐ 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. |
| ☐ In our organisation we have developed and are implementing a joint procurement and commissioning strategy. |
| ✓ 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. |
Indicator 7a: continued.

**Initial**

- **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.

**Improving**

- **In our organisation** we have completed and implemented a risk assessment concerning contingency strategies to ensure our transitions work is sustainable.

**Delivering**

- Our strategies to continually improve and evaluate our transitions support are sustainable and resilient.

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

**Initial**

- **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.

**Improving**

- **Working with others** we share resources and learning with other areas, and review resources others have developed.

**Delivering**

- Learning from our local work directly contributes to National policy and the continual improvement of transitions support for young people across Scotland.

- Our local evaluation data contributes to national data sets to inform and measure improvement and achieve sustainable change across Scotland.
**Evaluation Questions (under consultation)**

**We ask professionals:**
- How clear are you about longer-term plans to improve transitions support in your area?
- How able are you to take part in on-going improvements to transitions in your local area?
  What would help?

**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](http://www.scottishtransitions.org.uk)
The Lasting Difference [https://www.thelastingdifference.com/](https://www.thelastingdifference.com/)