

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