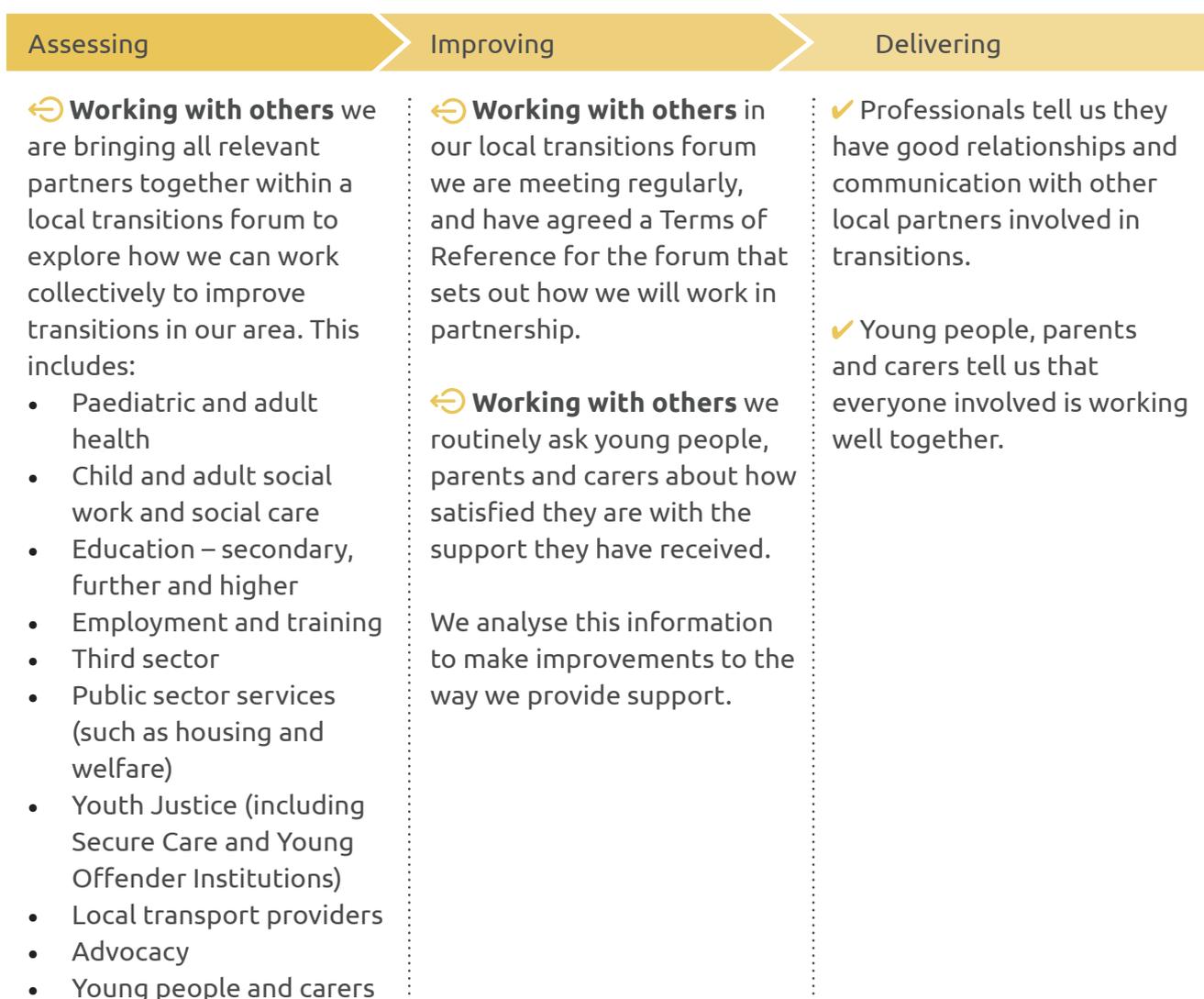


Principle 2

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

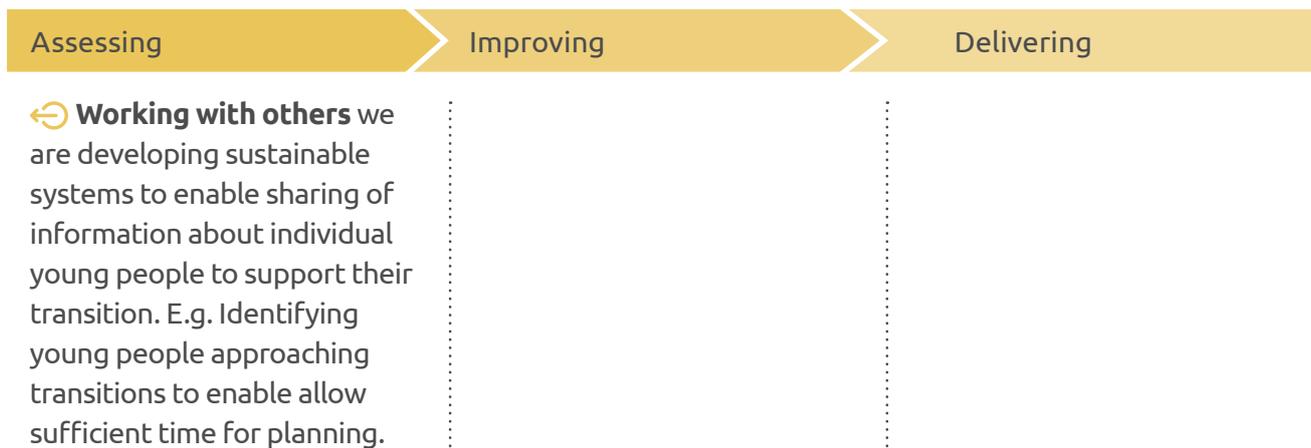
Indicator 2a: We have a co-ordinated approach to transitions in our local authority area.



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



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



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/