

# 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>↔ <b>Working with others</b> 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"><li>• identifying young people who will require legal Guardianship and supporting parents or carers to apply for it</li><li>• those who are not currently attending school or who may have been excluded, placed 'out of area', or are home educated</li><li>• Identifying young people in need of protection to ensure there is routine consideration of their 'risk' status as they reach the age of 16</li></ul>	<p>↔ <b>Working with others</b> 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"><li>✓ Young people and their parents and carers tell us they were given enough time and help to plan what to do after school.</li><li>✓ Professionals tell us they are able to begin transition planning with young people at least two years before they leave school.</li></ul>
<p>→ <b>In our organisations</b> 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>→ <b>In our organisation</b> 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"><li>✓ Young people and their parents and carers tell us they are able to change the plan if necessary.</li></ul>

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

Assessing	Improving	Delivering
<p>↔ <b>Working with others</b> we are reviewing our existing approaches to assessment to ensure they are consistent with GIRFEC and Self-directed Support principles.</p> <p>↔ <b>Working with others</b> 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>↔ <b>Working with others</b> 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>↔ <b>Working with others</b> 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>↔ <b>Working with others</b> 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>↔ <b>Working with others</b> 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>↔ <b>Working with others</b> 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/](http://www.gov.scot/publications/staying-put-scotland-providing-care-leavers-connectness-belonging/)

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

Self-directed Support Scotland [www.selfdirectedsupportscotland.org.uk/](http://www.selfdirectedsupportscotland.org.uk/)

National Guidance for Child Protection in Scotland (Scottish Government)  
[www.gov.scot/publications/national-guidance-child-protection-scotland/](http://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/](http://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/](http://www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/pages/4/)

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

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