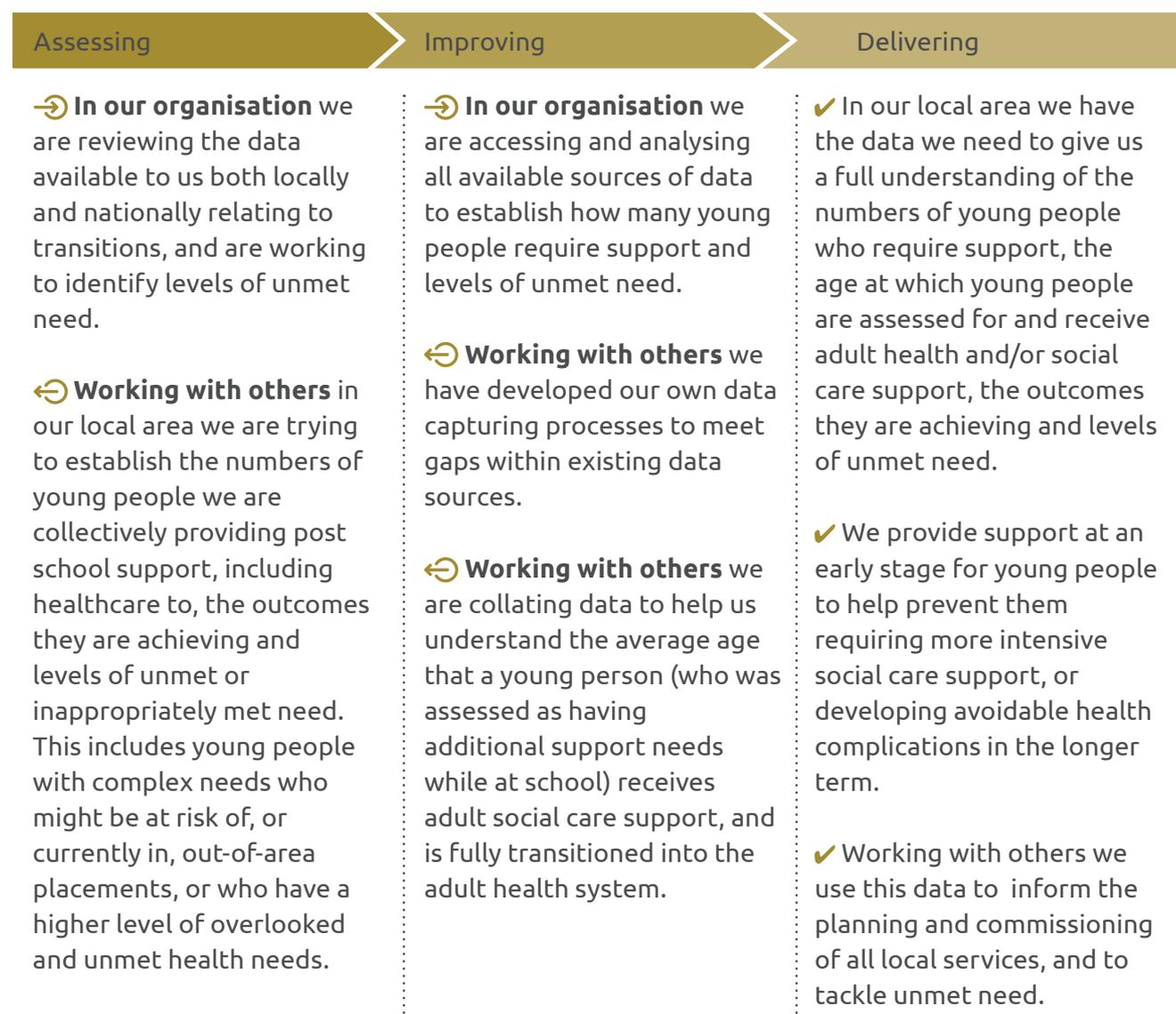


Principle 4:

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/