



## What is Principles into Practice?

Principles into Practice is a draft framework, based on the Principles of Good Transitions, which has been developed by ARC Scotland in consultation with young people, parents and carers, and professionals across many sectors.

Principles into Practice aims to improve the planning and delivery of support for young people aged between 14 and 25 who need additional support as they make the transition to young adult life, by embedding the Principles of Good Transitions into policy, planning and practice.

Transition is a critical and formative experience for young people and their parents and carers. It should be viewed as a process that unfolds over several years, and not a single 'event' such as leaving school.

Most young people who require additional support tell us they are optimistic about their future and are keen to venture into the next phase of their lives. Most harbour a broad range of hopes and ambitions and are excited by the prospect of taking control of their own lives.

Providing them with the extra support they need to do this should be viewed as an investment in the future. Our aim is to better enable young people to grow their enthusiasm and realise their dreams, while meeting any concerns and challenges they may have in a timely way.

Principles into Practice will benefit young people with learning disabilities, autism, physical disabilities, sensory impairments, complex health conditions, mental health difficulties, young carers and those who are care experienced, including young people with experience of secure care or Young Offender Institutions. It applies to all young people who require additional support, including those with high and complex support needs, and those who may not meet the eligibility criteria for adult social care support. It will also benefit the parents and carers of these young people.

This draft of Principles into Practice has been developed through extensive consultation with statutory sector strategic leads, Scottish Government representatives, Social Work Scotland and Association of Directors of Education Scotland, Scottish Transitions Forum members, parents and carers, and young people.

Principles into Practice should be used in conjunction with 'Principles of Good Transitions 3', which provides more in-depth information, including legislative duties. <https://scottishtransitions.org.uk/summary-download/>

'Principles of Good Transitions 3' is already widely used by many professionals and organisations to inform transitions planning and practice, and is referenced in many Scottish Government policies including 'Fairer Scotland for Disabled People', Scotland's United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Delivery Plan: <https://www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-unity-ed-nations-convention/pages/1/>

### Trial Programme

Trials of the Principles into Practice draft framework began in December 2020 in 10 local authority areas and will continue for 2 years with support from ARC Scotland's Scottish Transitions Forum and Scottish Government officials.

We are 'learning by doing', using the three-step improvement framework for Scotland's public services to identify, design and test changes that will transform support for young people. By the end of the trial there will be a fully developed and tested framework, and evaluation resources, that will be freely available to every local authority area in Scotland.

You can find out more about the trial programme here: [www.pn2p.scot](http://www.pn2p.scot)

### Terminology

Throughout Principles into Practice we use the term 'additional support needs'. 'Additional Support Needs' is a legally defined term which is about the support provided to pupils to overcome barriers to their learning in school and which comes from the Education (Additional Support for Learning) (Scotland) Act 2004. This means that the legal requirements are in place until a pupil leaves school, and so do not apply up to the age of 25.

However, in Principles into Practice this term has been applied in a much broader sense, and has been extended to mean the support anyone may need to overcome barriers related to learning, life and work. This is beyond the requirements of the Additional Support for Learning legislation.

## Who is Principles into Practice for?

Principles Into Practice should be used and shared by everyone who is involved in the planning or delivery of services and support for young people who require additional support in your local authority area. This includes:

- Paediatric and adult health (including mental health services)
- 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
- Advocacy and self-advocacy
- Local government
- Scottish Government
- Young people
- Parents and carers

Principles into Practice should be used by frontline practitioners (including guidance teachers, social workers, allied health professionals, nurses, support workers), managers, commissioners, planners, policy makers and directors.

During transitions, young people and families are likely to come into contact with many practitioners from different professional sectors. Effective coordination of planning and support at a local level is therefore essential in getting transitions right. As such, Principles into Practice asks you to review and improve the service(s) you are directly responsible for, while working in a coordinated way with other partners.

We offer guidance throughout on steps you can take to explore your own practice and work with others to deliver joined up and coordinated approaches in your local area.

## Why use Principles into Practice?

Principles into Practice will enable you to:

- Empower more young people in your area to reach their potential
- Provide families with the support they need during this important phase
- Address long running and well documented challenges associated with providing effective support for young people who require additional support
- Move towards a preventative, rather than reactive, model of care and support
- Make best use of limited resources and avoid duplicating effort
- Evaluate the difference you are making on a service and area wide basis
- Provide a clear rationale for planning and commissioning decisions
- Engage with and influence policy developments nationally.

The legislative and policy environment for transitions is complex. The transitions process is supported by clear duties and underpinned by rights. Principles into Practice will enable you to meet legislative and regulatory requirements while supporting the implementation of a range of Scottish Government policy areas including; Getting it Right for Every Child (GIRFEC), Additional Support for Learning, and the United Nations Convention on the Rights of the Child (UNCRC).

Further detail on key duties and recommendations during transition can be found in the 'Introduction' of Principles of Good Transitions 3.

# Principles of Good Transitions

## Principle 1: Planning and decision-making should be carried out in a person-centred way

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We ensure young people are at the centre of their transitions planning.  
We have a shared understanding and commitment to person-centred approaches across all services.  
We ensure young people have a single plan.

## Principle 2: Support should be co-ordinated across all services

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We have a co-ordinated approach to transitions in our local authority area.  
Our learning and development opportunities include an understanding of all aspects of transitions.  
We evaluate transitions in our area.

## Principle 3: Planning should start early and continue up to age 25

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We begin planning from age 14 and it is proportionate to need.  
We have joint approaches to assessment between children and adult services  
Our transitions planning and support continues to age 25.

## Principle 4: All young people should get the support they need

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We have an understanding of the number of young people who require support and levels of unmet need.  
We provide support for those who do not meet eligibility criteria for funded social care support.  
Our planning and decision-making is done in partnership with young people and their carers.

## Principle 5: Young people, parents and carers must have access to the information they need

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We provide information that clearly states what young people are entitled to during transitions.  
We provide information that shows what support is available.  
We provide information that is inclusive of different communication needs.  
We provide information that uses common and agreed language.

## Principle 6: Families and carers need support

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We support family wellbeing needs.  
Advocacy is available at the start and throughout transitions.

## Principle 7: A continued focus on transitions in our area

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We have a plan in place to support continual improvement.  
We share our learning, and learn from others.

## How to use Principles into Practice

Practical steps are given for you to deliver each of the seven 'Principles of Good Transition' from both within your service and through working with others.

- ➔ 'In our organisation' invites you to explore and develop practice within your own organisation
- ↻ 'Working with others' invites you to work in partnership with others to better coordinate support across all services. This might include working with external agencies such as health, education, social care and provider organisations, as well as with parents, carers and young people.

For each Principle, we provide descriptors for how your planning and practice might look across three categories: 'Assessing', 'Improving' and 'Delivering':

**Assessing:** We are developing plans to enable us to embed the Principle in our service, and making connections with partners from other sectors.

**Improving:** We are working within our service and with partners from other sectors, including young people, parents and carers to embed the Principle into our practice. This may include piloting new approaches, or increasing the consistency of our practice.

- ✓ **Delivering:** We are working collaboratively with our partners, including young people, parents and carers to fully deliver the Principle. We are evaluating the difference we make, analysing our findings and refining our approaches in light of this.

Rather than including every consideration, we have sought to identify and define the essential elements upon which sound planning and practice should be built.

We ask you to consider which descriptor best describes the stage you are at in your service, and to use the framework to identify and plan which further actions you wish to take.

**Linking with the other Principles** - prompt questions have been included in each Principle to help you think broadly about transitions support and planning across all of the Principles.

**Resources** are highlighted throughout.

## Measuring Effectiveness

The 'Data and Evaluation' section provides guidance on how you can gather intelligence to better inform planning and support for young people. This should be a helpful, rather than burdensome process.

This is based on:

- Making best use of existing data sources.
- Coordinating feedback from young people, parents and carers.
- Coordinating feedback from staff.

Throughout Principles into Practice we identify the key quantitative 'data questions' relevant to informing your planning and decision-making. These are listed in the 'Data and Evaluation' section. During the trial period we are seeking to develop approaches to help answer these questions (including learning from good work already happening) and to develop practical tools and resources that can be readily adopted by local authorities across Scotland. This promises to avoid significant duplication of effort in what is a complex area.

Principles into Practice also requires you to routinely collect and analyse evaluation feedback from parents, carers and young people about their experiences. To gather this information we are developing 'Compass', a web-based application to help young people with additional support needs, and their families, to make a smooth transition to young adulthood. It is designed to provide tailored information and support for young people and their families at the right time for them and gathers feedback to help shape transitions services and policy in their local authority areas. There are two versions of Compass – one for young people, and one for parents and carers. Prototypes of both versions are being tested as part of the Principles into Practice trial programme. Feedback from young people, parents and carers in the trial areas will help make sure both are the best they can be.

### Contacts and further information

You can find out more about the Principles into Practice trial programme here: [www.pn2p.scot](http://www.pn2p.scot)

If you would like to join our Principles into Practice Network and receive regular updates please contact [rebecca.williams@arcuk.org.uk](mailto:rebecca.williams@arcuk.org.uk)

Membership of the Scottish Transitions Forum is free and open to anyone who shares our vision. We have over 1000 members, including professionals from all relevant sectors, young people and their parents and carers. We consult our members on all aspects of our work. We recommend joining our mailing list for up-to-date information, including invitations to training, seminars and conferences.

<https://scottishtransitions.org.uk/join-us/>

# Principle 1:

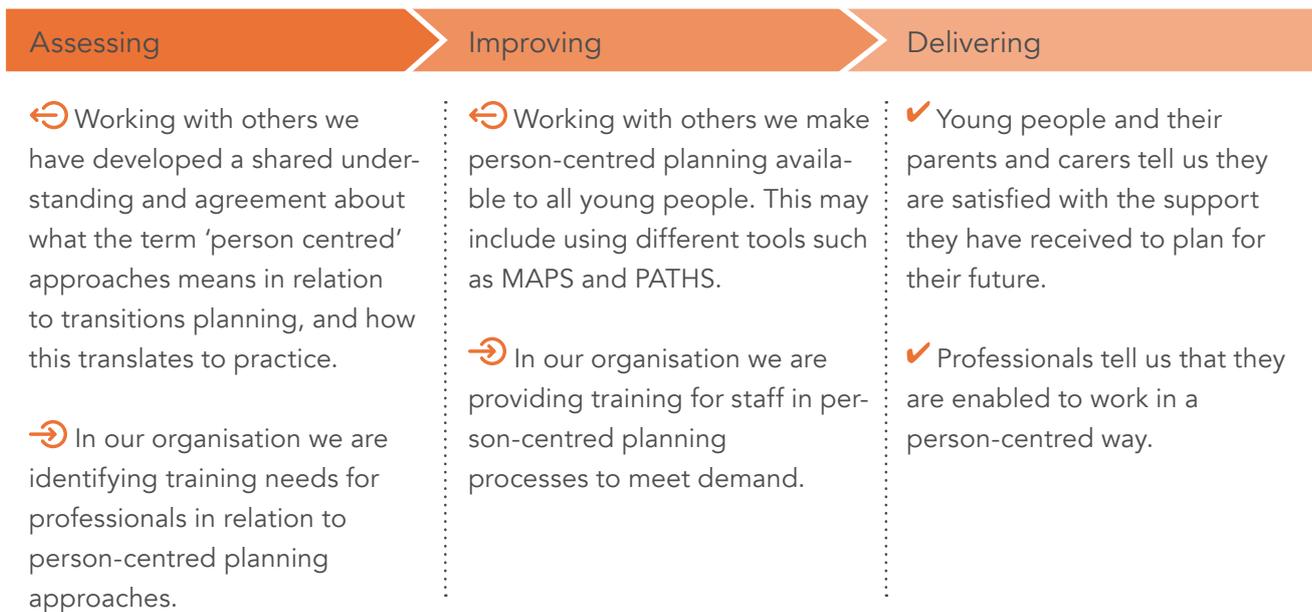
## Planning and decision-making should be carried out in a person-centred way

*“(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)*

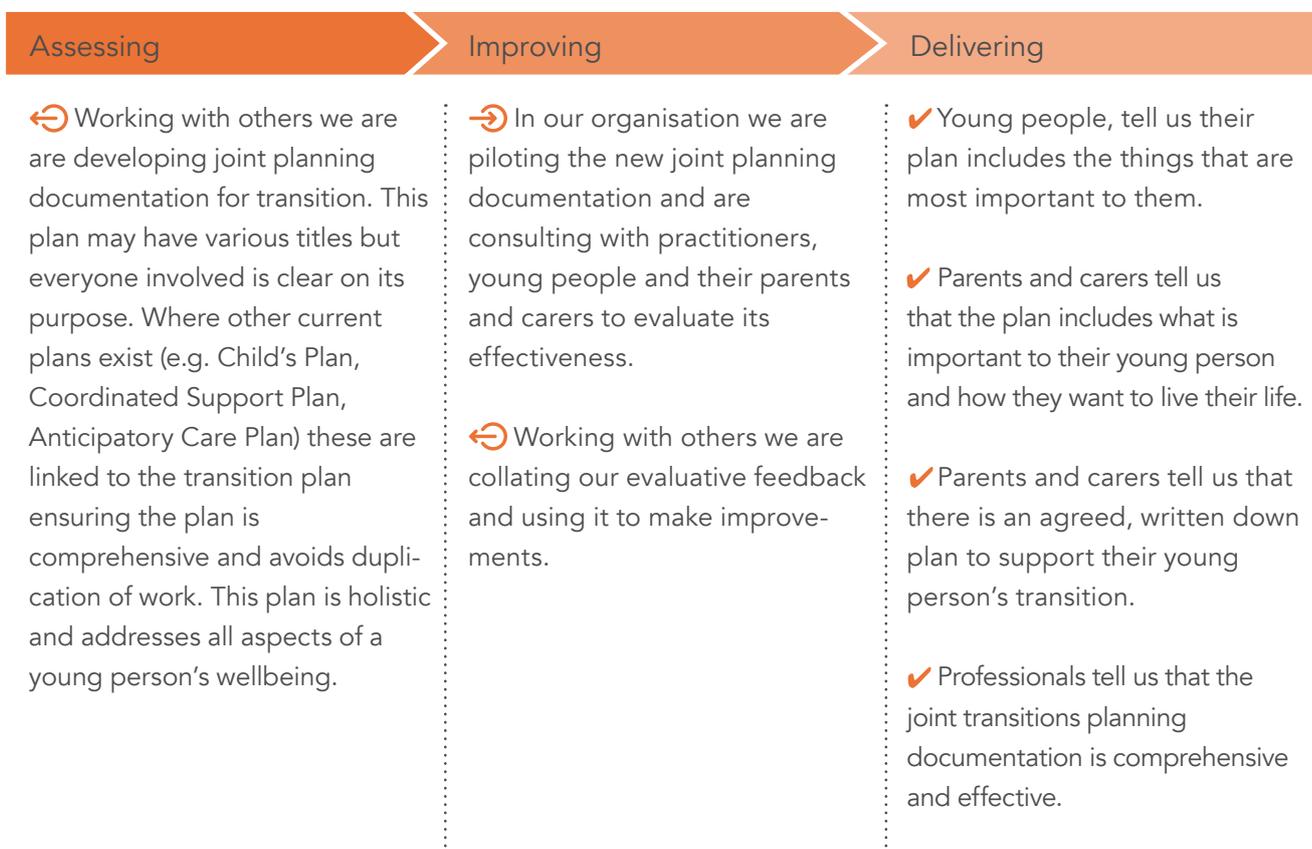
**Indicator 1a:** We ensure young people are at the centre of their transitions planning



**Indicator 1b:** We have a shared understanding and commitment to person-centred approaches across all services



**Indicator 1c:** We ensure young people have a single plan





### 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

We ask young people:

Scale: Select one of the following options:



Yes



Not sure



No

- Is anyone helping you work out what you want to do in the future?
- Do you feel listened to when you talk about your goals and dreams?
- Do you have a plan to help you achieve your goals and dreams?
- Does your plan include the most important things to you?
- Do you have a say in what happens in your life?
- Do you feel respected and valued by people helping you plan for the future?

### 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](http://www.cypcs.org.uk/rights)

Together (Scottish Alliance for Children's Rights) [www.togetherscotland.org.uk](http://www.togetherscotland.org.uk)

United Nations Convention on the Rights of the Child (UNCRC)  
[www.gov.scot/policies/human-rights/childrens-rights/](http://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/](http://www.gov.scot/policies/disabled-people/uncrpd/)

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

GIRFEC National Practice Model  
[www.gov.scot/publications/girfec-national-practice-model/](http://www.gov.scot/publications/girfec-national-practice-model/)

PANEL Principles  
[www.scottishhumanrights.com/projects-and-programmes/human-rights-based-approach/#what-is-a-human-rights-based-approach-26557](http://www.scottishhumanrights.com/projects-and-programmes/human-rights-based-approach/#what-is-a-human-rights-based-approach-26557)

GIRFEC Wellbeing: Improving Outcomes online tool [www.wellbeingoutcomes.scot/](http://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/](http://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/](http://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-childs-perspective/](http://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-childs-perspective/)

Communication, Access, Literacy and Learning (CALL) Scotland  
[www.callscotland.org.uk/home/](http://www.callscotland.org.uk/home/)

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

Talking Mats [www.talkingmats.com/](http://www.talkingmats.com/)

Digital Passports (PAMIS) [pamis.org.uk/services/digital-passports/](http://pamis.org.uk/services/digital-passports/)

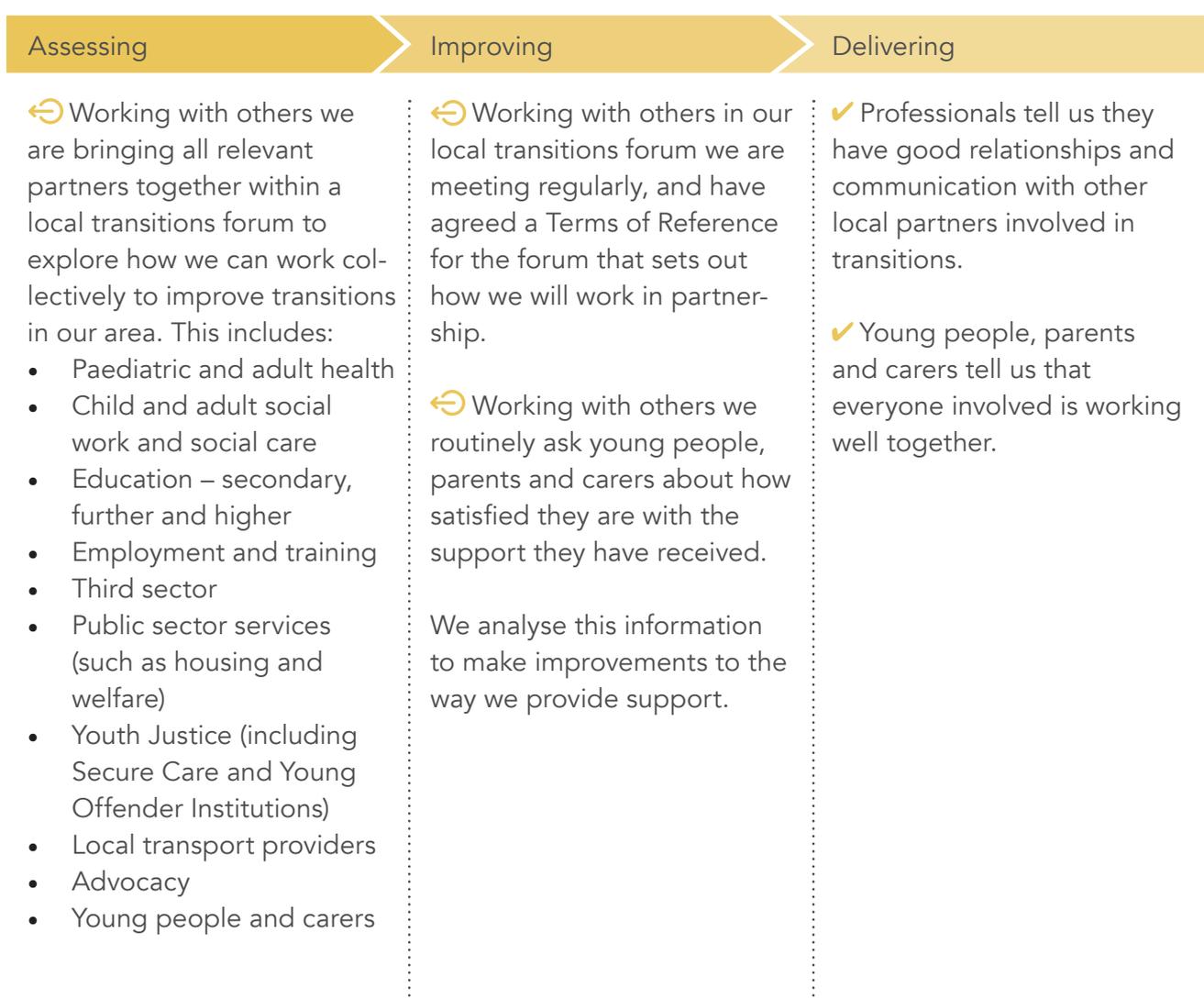
My Communication Pass [www.mycommpass.com](http://www.mycommpass.com)

# 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*

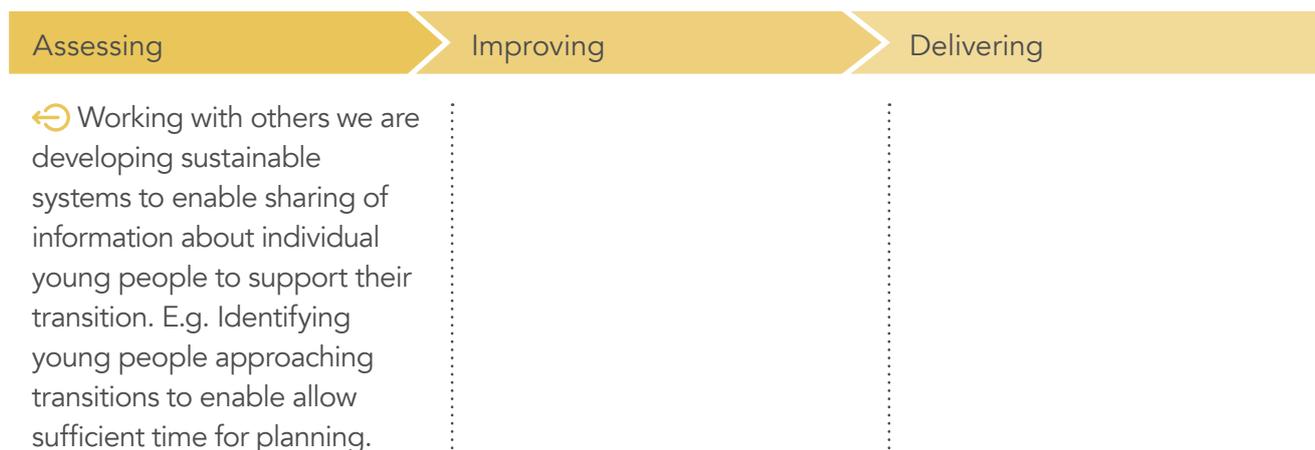
**Indicator 2a:** We have a co-ordinated approach to transitions in our local authority area.



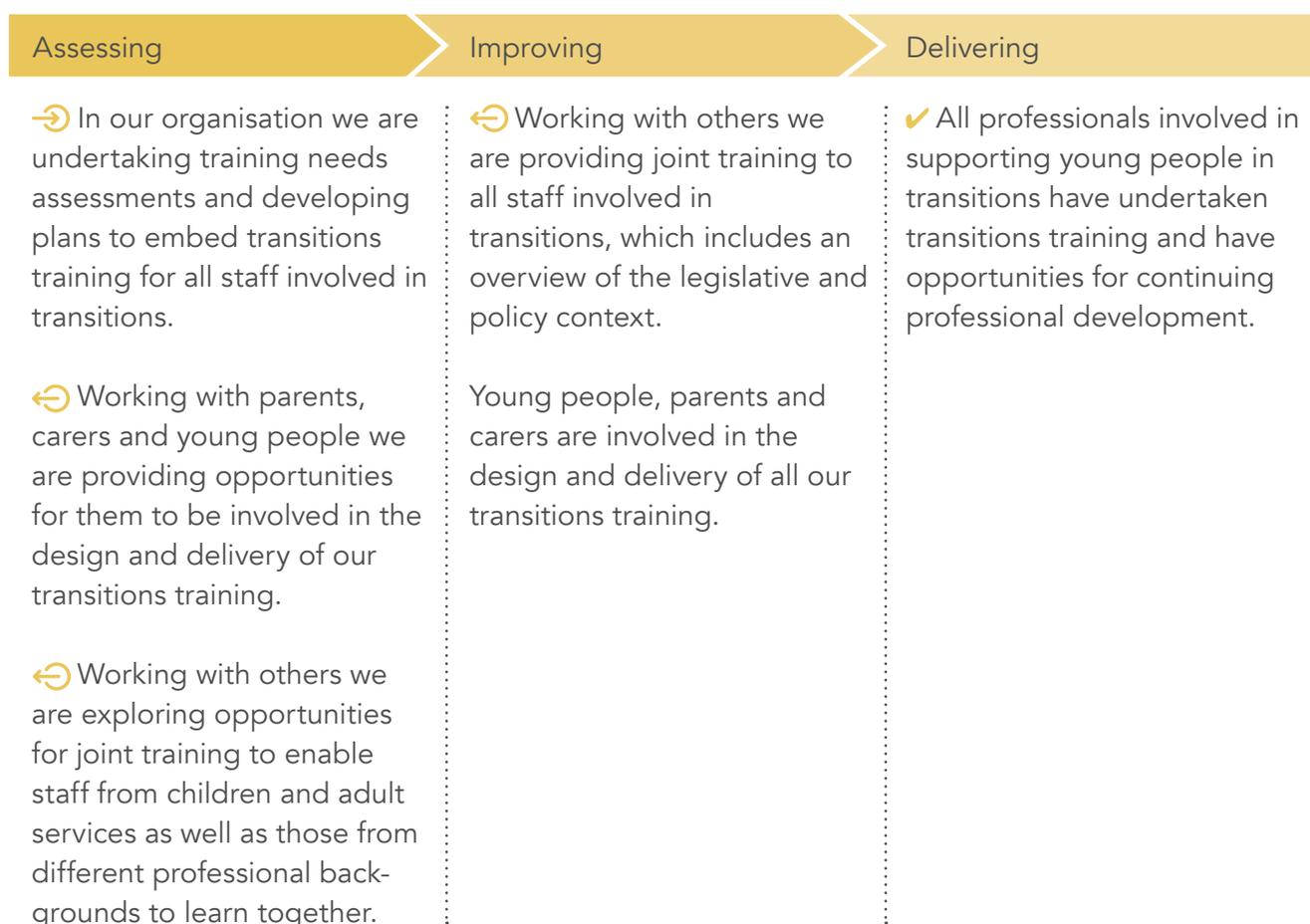
Indicator 2a: continued

| 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>✓ Parents and carers tell us that the transitions pathway for their young person is clear, and that they know enough about the roles and responsibilities of those involved.</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).</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 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>✓ Parents and carers tell us about the biggest challenges their young people face and what is needed to overcome them.</p> |

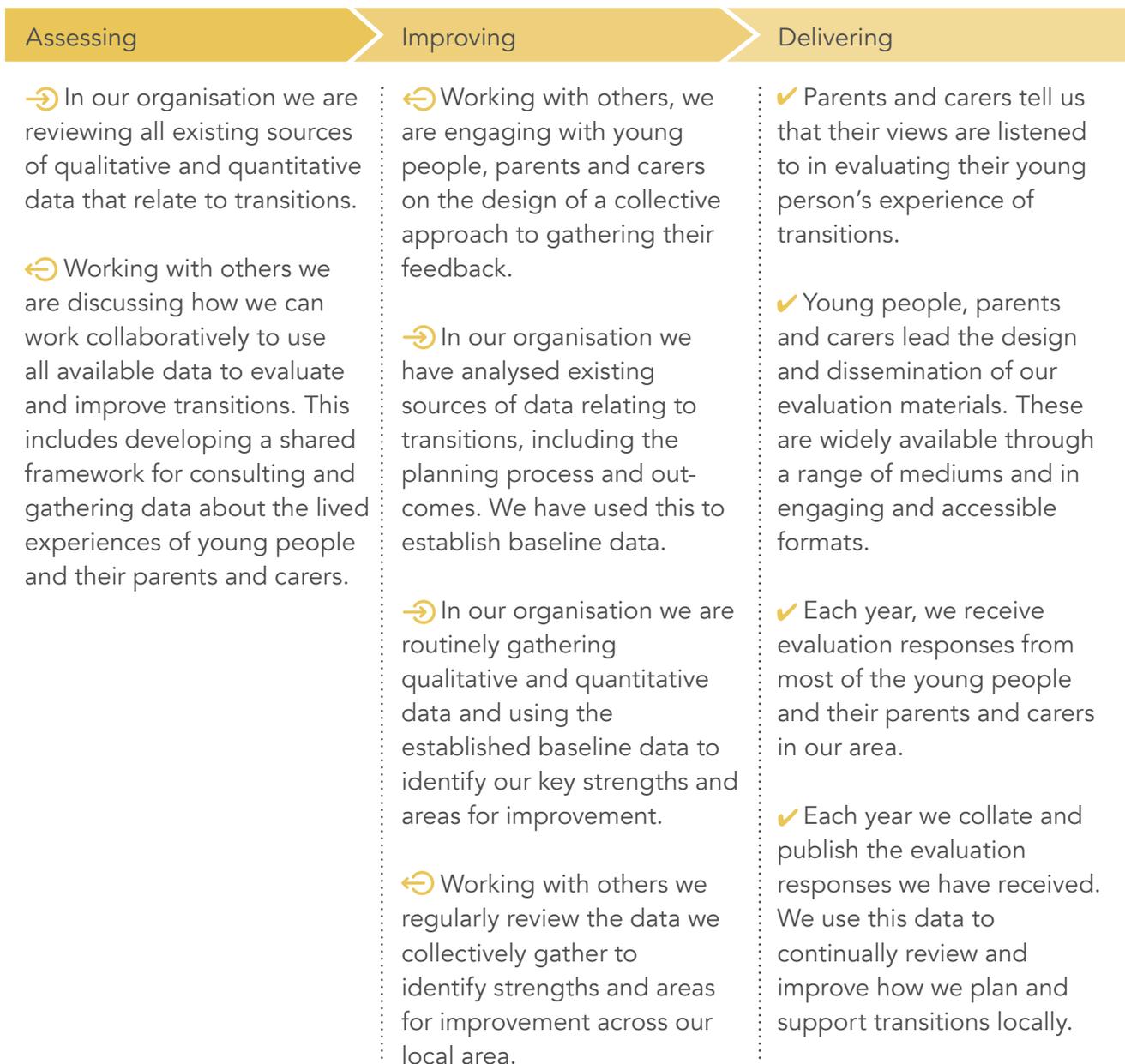
## Indicator 2a: continued



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



Indicator 2c: We evaluate transitions in our area.



## 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

### We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- 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/](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

# Principle 3:

## Planning should start early and continue up to age 25

*“With transition you don’t just leave school and that’s it. It has to be a gradual process that’s built up, it can’t just be shoehorned.” (Young person)*

**Indicator 3a:** We begin planning from age 14 and it is proportionate to need.

| Assessing  | Improving  | Delivering   |
|--|--|--|
| <p>↻ 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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>identifying young people who are likely to need support to manage their own finance, health and welfare, and supporting parents or carers to explore Guardianship and Powers of Attorney</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 who are, or might be in need of safeguarding or protection.</li> </ul> | <p>↻ 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.</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>→ 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.</p>   | <p>→ In our organisation 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>✓ Parents and carers tell us they are able to change their young person’s plan if their situation changes.</li> </ul>   |

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

| Assessing   | Improving   | Delivering  |
|---|---|---|
| <p>↻ Working with others we are reviewing our existing approaches to assessment to ensure they are consistent with GIRFEC and Self-directed Support principles.</p> <p>↻ 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.</p> | <p>↻ Working with others 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>↻ 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.</p> <p>↻ 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.</p> | <p>↻ 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.</p> <p>↻ Working with others 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 have had enough time to plan for their future.</p> <p>✓ Young people and their parents and carers tell us that plan reflects what is important to the 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

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Have you had enough time to work out what you want to do in your future?

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/)  
\*note that the revised National Guidance is due to be published mid 2021)

Statutory Guidance on Corporate Parenting [www2.gov.scot/Resource/0048/00483676.pdf](http://www2.gov.scot/Resource/0048/00483676.pdf)

Statutory Guidance on Aftercare [www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/](http://www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/)

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)

Children and Young People in Conflict with the Law Supplement (Principles of Good Transitions 3)  
[scottishtransitions.org.uk/supplements/children-and-young-people-in-conflict-with-the-law-supplement/](http://scottishtransitions.org.uk/supplements/children-and-young-people-in-conflict-with-the-law-supplement/)

The Office of the Public Guardian (Scotland) [www.publicguardian-scotland.gov.uk/](http://www.publicguardian-scotland.gov.uk/)

# Principle 4:

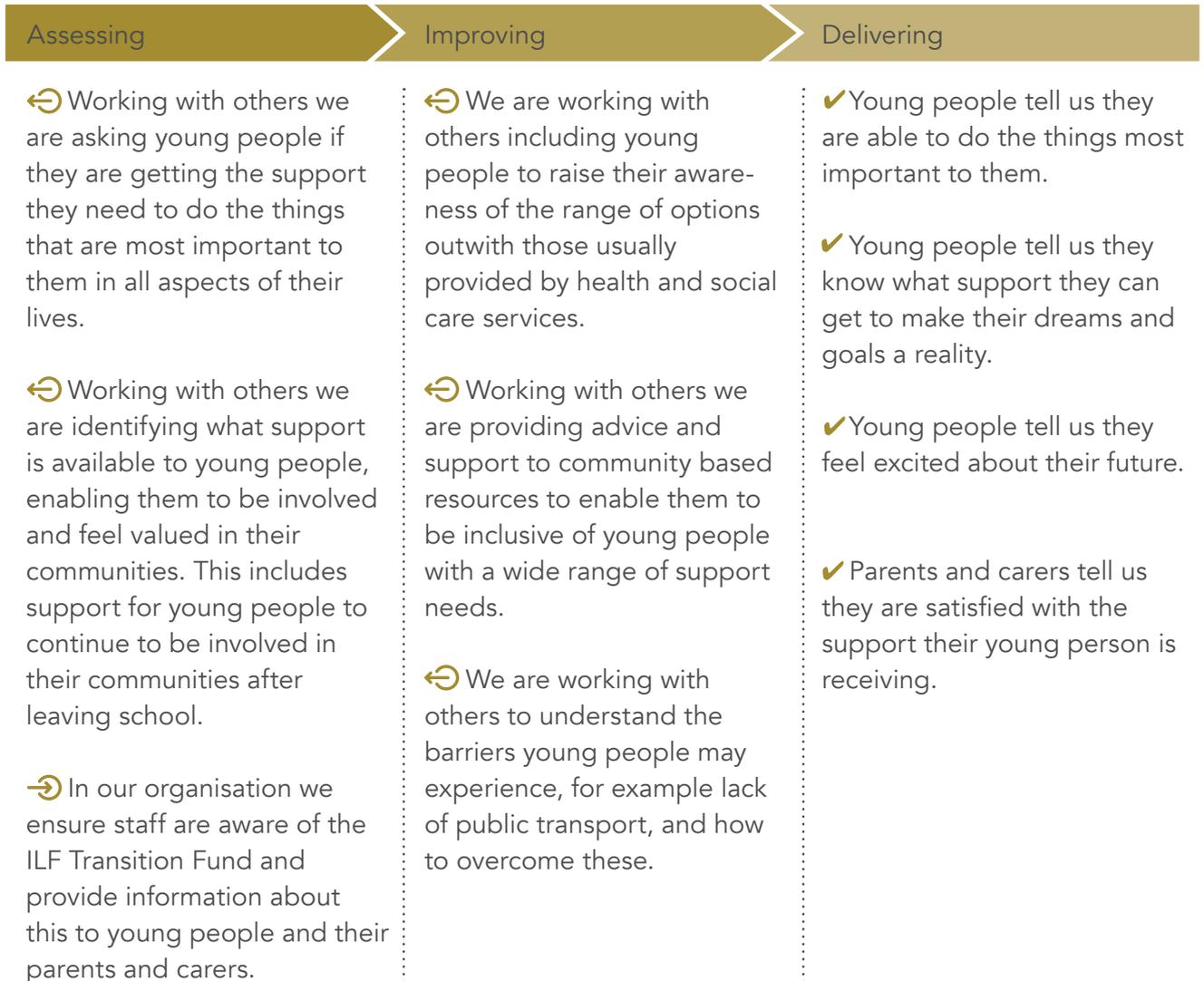
## All young people should get the support they need

*“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)

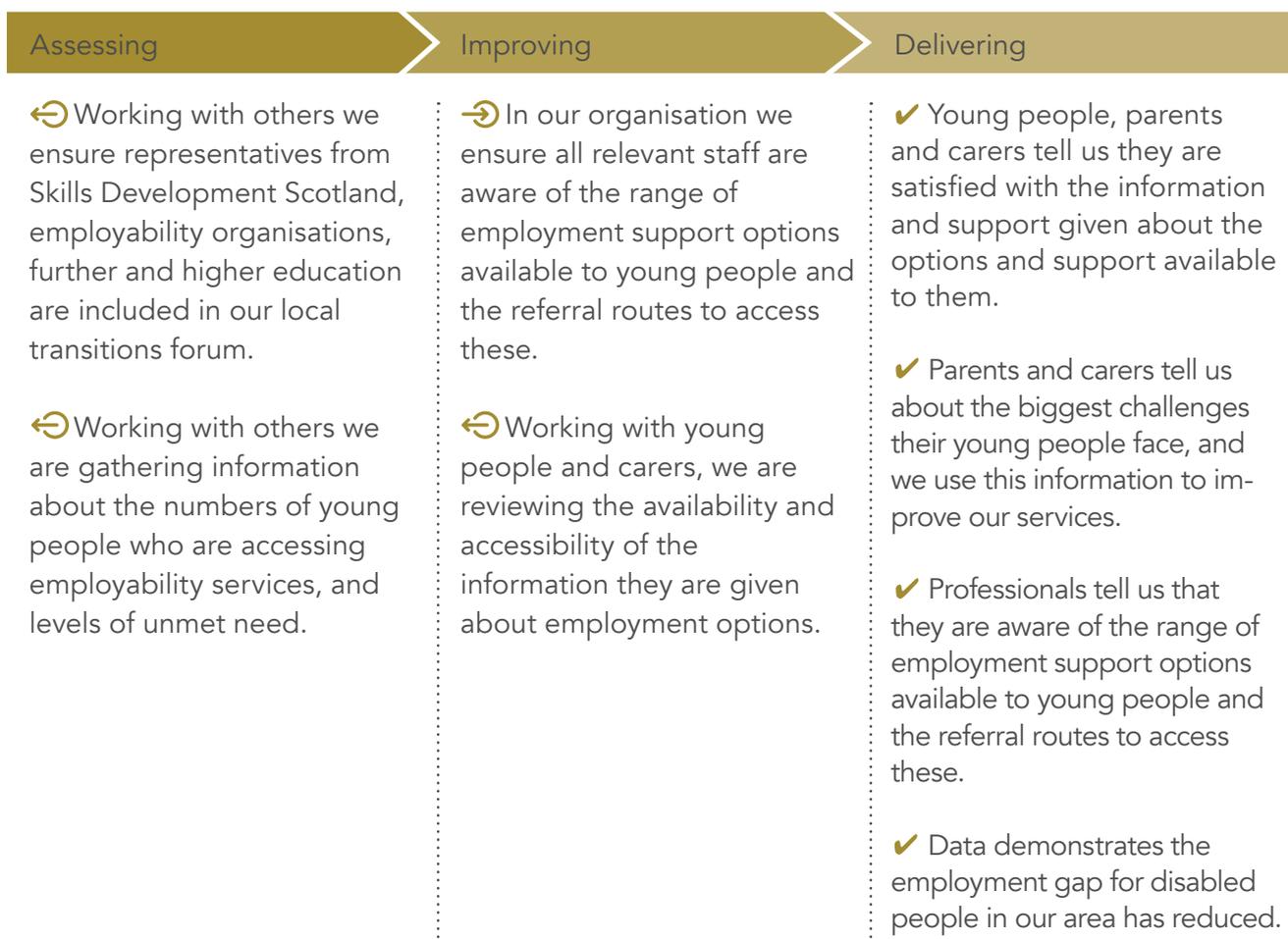
**Indicator 4a:** We have an understanding of the number of young people who require support and levels of unmet need



Indicator 4b: We provide support for those who do not meet eligibility criteria for funded social care support



Indicator 4b: continued



Indicator 4c: Our planning and decision-making is done in partnership with young people and their carers



## 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

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Do you feel excited about your future with no worries or concerns?
- Are you able to do things most important to you?
- Do you know what your options are for your future?
- Do you know what support you can get to make your dreams and goals a reality?

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/](http://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/](http://www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-united-nations-convention/)

National Standards for Community Engagement [www.scdc.org.uk/what/national-standards](http://www.scdc.org.uk/what/national-standards)

'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-fifth-annual-progress-report-2018-19/](http://www.gov.scot/publications/developing-young-workforce-fifth-annual-progress-report-2018-19/)

Developing the Young Workforce: Career Education Standard (3-18)

[www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf](http://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/](http://www.gov.scot/publications/youth-guarantee-no-one-left-behind-initial-report/)

Young Person's Guarantee [youngpersonsguarantee.scot/](http://youngpersonsguarantee.scot/)

Scottish Co-Production Network [www.coproductionscotland.org.uk/about/about/](http://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/](http://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/](http://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](http://cycj.org.uk/wp-content/uploads/2019/06/Weaver_Lightowler_Moodie-2019-_Inclusive_justice_Final.pdf)

ILF Scotland Transition Fund [ilf.scot/transition-fund/](http://ilf.scot/transition-fund/)

# Principle 5:

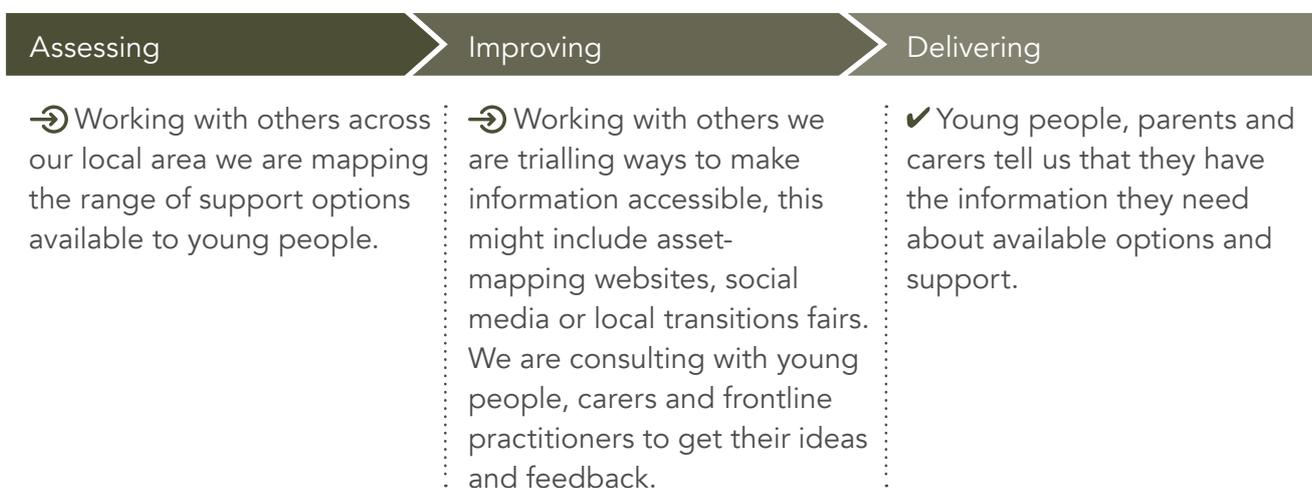
Young people, parents and carers have access to the information they need

*“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.



Indicator 5b: We provide information that shows what support is available.



Indicator 5c: We provide information that is inclusive of different communication needs.

| Assessing  | Improving  | Delivering  |
|--|--|---|
| <p>↻ In our organisation we are reviewing all of the information we provide; looking at the content, method of dissemination and assessing how inclusive it is of different communication support needs.</p> | <p>↻ 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.</p> | <p>✓ We use inclusive communication to provide information to young people and carers.</p> <p>✓ Professionals tell us that they are confident in using inclusive communication.</p> |

Indicator 5d: We provide information that uses common and agreed language.

| Assessing  | Improving  | Delivering   |
|--|--|--|
| <p>↻ Working with others we are developing consistency in the language we use in the information provided to young people, parents and carers during transition.</p> | <p>↻ 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.</p> <p>↻ In our organisation we are asking young people how helpful they feel the information they are given is, and how it could be improved.</p> | <p>✓ Our information uses common and agreed language across services and is free from professional jargon.</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 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 those who care for them have information about local person centred planning opportunities? (see principle 1)
- Are young people and 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

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Do you know what your options are for your future?
- Do you know what support you can get to make your dreams and goals a reality?
- Do you know who should be helping you to work out your next steps?
- Do you know what your rights are?

We ask parents and carers:

Rate the following statements using a scale of 1 – 5

(where 1 = strongly disagree and 5 = strongly agree)

- 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)
- You know what you and your young person are entitled to during the transition process
- You are confident that you know how to complain or get help if things are not going well

We ask professionals:

Rate the following statements using a scale of 1 – 5  
(where 1 = strongly disagree and 5 = strongly agree)

- You are confident in using inclusive communication.

Resources:

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

Autism Toolbox [www.autismtoolbox.co.uk](http://www.autismtoolbox.co.uk)

Supporting disabled children, young people and their families: guidance  
[www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/](http://www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/)

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

Principles of Inclusive Communication [www.gov.scot/publications/principles-inclusive-communication-information-self-assessment-tool-public-authorities/pages/1/](http://www.gov.scot/publications/principles-inclusive-communication-information-self-assessment-tool-public-authorities/pages/1/)

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

Scotland's Inclusive Communication Hub <https://inclusivecommunication.scot/>

Journey Through Justice – interactive online resource (Centre for Youth and Criminal Justice)  
[www.cycj.org.uk/resource/journey-through-justice/](http://www.cycj.org.uk/resource/journey-through-justice/)

# Principle 6:

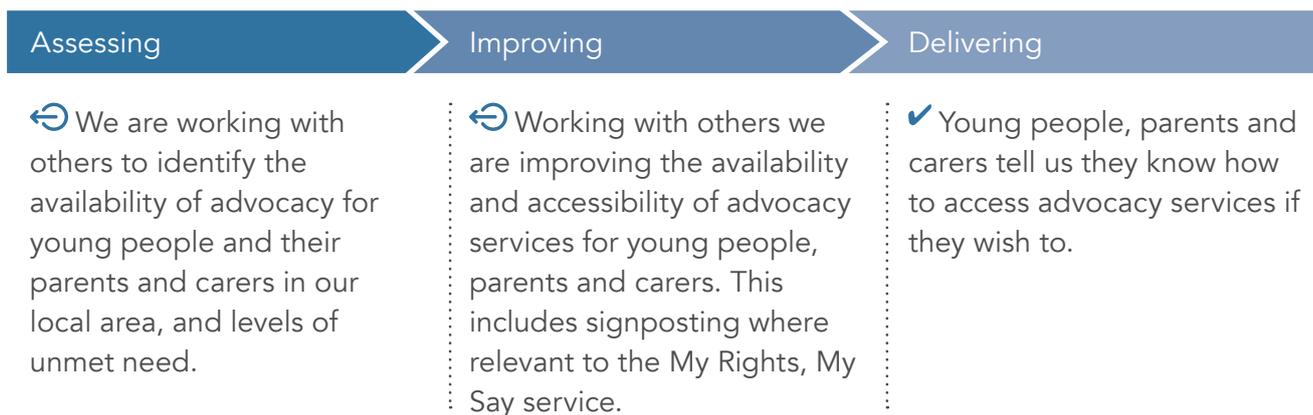
## Families and carers need support

*“Going to transition ... feels a bit like standing on the edge of a cliff. And you look over and you go oh – what’s down there, I don’t know, it looks quite scary, it looks quite a long way, what are we going to do? Oh well – I guess we just have to leap off and hope that the parachute will open ...”*  
(Parent)

Indicator 6a: We support family wellbeing needs.

| Assessing   | Improving   | Delivering   |
|---|---|--|
| <p>↻ 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.</p>   | <p>↻ In our organisation we are piloting approaches to ensure parents and carers are aware of, and can exercise their rights. This includes the right:</p> <ul style="list-style-type: none"> <li>• To request an assessment of need for their young person</li> <li>• To request a Carer’s Assessment on their own behalf</li> <li>• To be involved in the transition planning process and have their views taken into account</li> <li>• To request an appropriate support plan from their local authority if their child meets the eligibility criteria</li> </ul> | <p>✓ Parents and carers tell us they feel able to exercise their rights.</p>   |
| <p>↻ 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.</p> | <p>↻ 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.</p>  | <p>✓ Parents and carers tell us they are satisfied with the support they themselves receive.</p> <p>✓ Parents and carers tell us they are satisfied with the support their family as a whole receives.</p> <p>✓ Parents and carers tell us they are able to balance their own needs with their other responsibilities.</p> |

Indicator 6b: Advocacy is available at the start and throughout transitions.



### Linking with 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 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 and carers understand the roles and responsibilities of those involved in the transitions process? (see Principle 2)
- Do parents and carers have opportunities to influence and inform local planning and decision-making processes? (see Principle 4)

### Evaluation Questions

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Do you know what an advocate does?
- Do you know how to get an advocate if you want one?

### We ask parents and carers:

- You are confident in exercising your rights as a parent or carer
  - How could this be improved? Select from the list below
    - More information on rights
    - Advocacy or personal support
    - Other (please specify)
- You are satisfied with the support your family as a whole is receiving
- You are satisfied with the support that is available for yourself as a parent or carer
- As a parent or carer you are able to balance your own needs with your other responsibilities
- You know how to access advocacy services

### Data Questions

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

### Resources:

Carer (Scotland) Act 2016: Statutory Guidance [www.gov.scot/publications/carers-scotland-act-2016-statutory-guidance/](http://www.gov.scot/publications/carers-scotland-act-2016-statutory-guidance/)

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

Contact [contact.org.uk/scotland](http://contact.org.uk/scotland)

Supporting disabled children, young people and their families: guidance [www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/](http://www.gov.scot/publications/supporting-disabled-children-young-people-and-their-families/)

My Rights, My Say [www.enquire.org.uk/myrightsmysay/](http://www.enquire.org.uk/myrightsmysay/)

Carers Trust Scotland [carers.org/our-work-in-scotland/our-work-in-scotland](http://carers.org/our-work-in-scotland/our-work-in-scotland)

Scottish Independent Advocacy Alliance [www.siaa.org.uk/](http://www.siaa.org.uk/)

Families Outside [www.familiesoutside.org.uk/families/](http://www.familiesoutside.org.uk/families/)

Office of the Public Guardian [www.publicguardian-scotland.gov.uk](http://www.publicguardian-scotland.gov.uk)

# Principle 7:

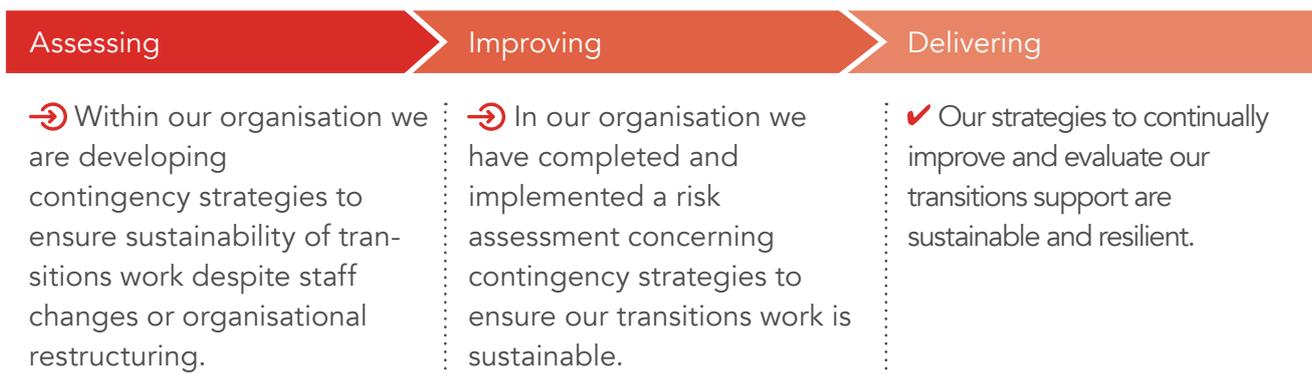
## A continued focus on transitions in our area

*“It’s really important we learn from the people who use the services, and that we aren’t afraid of asking for feedback. Any feedback can contribute to positive change if we listen to what people are saying.”* (Transition Team Manager)

**Indicator 7a:** We have a plan in place to support continual improvement.

| Assessing   | Improving   | Delivering  |
|---|---|---|
| <p>↻ Working with others we are developing a jointly agreed improvement plan to implement this framework in our local area.</p>   | <p>↻ 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.</p> | <p>✓ Our local improvement plan is embedded in other relevant local policies and plans, including those related to:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Health and Social Care</li> <li>• Housing</li> <li>• Learning Disability</li> <li>• Autism</li> <li>• Transport</li> <li>• Employability and Career Management</li> <li>• Youth Justice</li> </ul> <p>✓ We include young people, parents and carers in our area as partners in leading the continual improvement and evaluation of our transitions support.</p> <p>✓ Professionals tell us they are aware of the local improvement plan and have opportunities to be involved in implementing it.</p> |
| <p>➔ 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.</p> | <p>➔ In our organisation we have developed and are implementing a joint procurement and commissioning strategy.</p>   | <p>✓ 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.</p>   |

Indicator 7a: continued



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



## Linking with 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 parents and carers have opportunities to influence and inform local planning and decision-making processes? (see Principle 4)
- Do you routinely evaluate transitions in your local area, and use this data to continually review and make improvements? (see Principle 2)

## Evaluation Questions

### 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 your local transitions improvement plan.
- You have opportunities to be involved in on-going improvements to transitions in your local area.

## 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)

Evaluation Support Scotland [www.evaluationsupportscotland.org.uk/](http://www.evaluationsupportscotland.org.uk/)

The Lasting Difference [www.thelastingdifference.com/](http://www.thelastingdifference.com/)

# Data and Evaluation: Measuring effectiveness

The purpose of this section is to provide guidance on how data and evaluation feedback can better inform planning and support for young people. This section is a 'work in progress' and will develop based on learning from the trial programme.

Our approach to measuring effectiveness is based on the following 3 sources of information and data:

1. Making best use of existing data sources.
2. Coordinating feedback from young people, parents and carers.
3. Coordinating feedback from staff.

Further work is required to develop these approaches, learn from good work already happening and to develop practical tools and resources that can be readily adopted by organisations and agencies across Scotland. This promises to avoid duplication of effort in what is a complex area. Developing and testing these resources will be an important aspect of trialling Principles into Practice.

## 1. Making best use of existing data sources

Throughout Principles into Practice we identify the most important 'data questions' relevant to informing the planning and decision-making for each Principle. These are questions that will help you to gather quantitative data, which together with the qualitative data gathered through your evaluative feedback (see section below), will help you form an understanding of to what extent each Principle has been put into practice in your service and across your local area and where further work is required.

The data questions are:

- How many young people with additional support needs are due to leave school 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?
- How many young people with additional support needs are due to leave further or higher education in our area in the next two years?
- How many young people with additional support needs have a written down transitions plan?
- What proportion of young people (who were assessed as having additional support needs while at school) are assessed as eligible for adult social care services?
- What is the average age that a young person (who was assessed as having additional support needs while at school) receives adult social care support?
- 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)?
- How many requests for advocacy have we received and has advocacy been provided?

There are two further data questions, which will likely require a greater amount of focus in order to answer. These are:

- What variation in outcomes/unmet need is there between different groups of young people? (e.g. young people with a learning disability or young people with autism)?
- To what extent does spend and investment in young people result in longer-term improved quality of life and reduced spend?

At present there are likely to be significant gaps between the data you need and what is available. Sources of national policy information and statistics are likely to be of limited value. Potentially more useful and locally focused data sources are available by request, for example from Skills Development Scotland's 16 + Data Hub and the Scottish Funding Council. Further work is required to explore to what extent these help answer our questions. As part of the trial programme ARC Scotland is supporting two local authority areas to explore all existing available data sets, review what localised approaches have been developed, how they link and where data sharing agreements are in place. All data we seek will be anonymised - at this stage we will not be seeking to identify or track individuals. This process should highlight to what extent our transitions questions can be answered and what further work is required. Seeking to establish systems to gather new data will be complex, time consuming and a last resort.

There is a need for basic data to track numbers of young people who are moving from school / children's services on to adult services in order to coordinate support between services and to ensure individuals get the support they need (Principle 2). There will be less data about those with low to moderate needs, particularly those attending mainstream schools. We need to make sure these young people are included, information is passed on and we do not miss those who do not meet eligibility criteria or are not currently engaging with services.

## 2. Coordinating feedback from young people, parents and carers

Feedback from young people, parents and carers is essential to enable you to use Principles into Practice in a meaningful way. This is best achieved by different professional sectors using the same basic evaluation questions in their consultations with young people, parents and carers. This will enable you to collate findings at a service and area wide basis, and to continually refine and improve what you do based on people's lived experiences. The evaluation questions that young people, parents and carers will be asked are listed below, with a note of the Principle to which they most apply. To gather this information we are developing Compass, a web-based application designed to provide tailored information and support for young people and their families at the right time for them. Compass also invites them to give feedback on their experiences using the evaluation questions set out below to help shape transitions services and policy in their local authority areas. To get an understanding of how their experiences change over time young people, parents and carers will be invited to respond to these questions on multiple occasions. All data gathered will be anonymised. There are two versions of Compass – one for young people, and one for parents and carers. Prototypes of Compass are being tested as part of the trial programme before being made more widely available. We will continue to consult with young people, parents and carers to ensure we are asking the questions that are most relevant and important to them, and that Compass provides them with the information they need.

## Evaluation Questions

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Is anyone helping you work out what you want to do in the future? (Principle 1)
- Do you feel listened to when you talk about your goals and dreams? (Principle 1)
- Do you have a plan to help you achieve your goals and dreams? (Principle 1)
- Does your plan include the most important things to you? (Principle 1)
- Do you have a say in what happens in your life? (Principle 1)
- Do you feel respected and valued by people helping you plan for the future? (Principle 1)
- Are people working together well to help you overcome your challenges? (Principle 2)
- Have you had enough time to work out what you want to do in your future? (Principle 3)
- Do you feel excited about your future with no worries or concerns? (Principle 4)
- Are you able to do things most important to you? (Principle 4)
- Do you know what your options are for your future? (Principle 4 & 5)
- Do you know what support you can get to make your dreams and goals a reality? (Principle 4 & 5)
- Do you know who should be helping you to work out your next steps? (Principle 5)
- Do you know what your rights are? (Principle 5)
- Do you know what an advocate does? (Principle 6)
- Do you know how to get an advocate if you want one? (Principle 6)

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 (Principle 1)
- You are satisfied with the support your young person is receiving to plan for their future (Principle 1)
- Your young person's views are listened to and they are included in decisions made about their lives (Principle 1)
- Someone other than yourself is taking the lead in coordinating planning for your young person's transition (Principle 1)
  - 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)

- The plan reflects what is important to your young person and how they want to live their life (Principle 1 & 3)
- Your views are listened to in evaluating your young person's experience of transition (Principle 2)
- There is a clear transitions pathway for your young person (Principle 2)
- You know enough about the roles and responsibilities of the people involved in your young person's transition (Principle 2)
- Everyone involved (young person, family, professionals) is working well together (Principle 2)
- You are confident that you are able to change your young person's plan if their/your situation changes (Principle 3)
- You are getting enough time and support to plan for the future (Principle 3)
- You are satisfied with the support your young person is receiving from others (Principle 4)
- You have opportunities to influence and be involved in the planning and delivery of services in your local area (Principle 4)
- You have the information you need about the options and support available to your young person (Principle 4 & 5)
  - 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)
- You know what you and your young person are entitled to during the transition process (Principle 5)
- You are confident that you know how to complain or get help if things are not going well (Principle 5)
- You are confident in exercising your rights as a parent or carer (Principles 6)
  - How could this be improved? Select from the list below
    - More information on rights
    - Advocacy or personal support
    - Other (please specify)
- You are satisfied with the support that is available for yourself as a parent or carer (Principle 6)
- You are satisfied with the support your family as a whole is receiving (Principle 6)
- As a parent or carer you are able to balance your own needs with your other responsibilities (Principle 6)
- You know how to access advocacy services (Principle 6)
- My young person faces multiple challenges in their everyday life (Principle 2 & 4)
  - 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 (Principle 2 & 4)
  - 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)

### 3. Coordinating feedback from staff

Feedback from staff across different professional sectors should be gathered using the basic evaluation questions listed below. This will enable you to collate findings at a service and area wide basis, and to continually develop the capacity of staff to work confidently, effectively and collaboratively. The evaluation questions are listed below, with a note of the Principle to which they most apply. These questions are being tested and refined as part of the trials of Principles into Practice through being circulated to staff by online survey.

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 (Principle 1)
  - 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 (Principle 1)
- There is a key person identified to coordinate the transition planning for each young person (Principle 1)
- You have good relationships and communication with other local partners involved in transitions (Principle 2)
- You clearly understand your role and responsibilities during transitions, and the roles and duties of others involved (Principle 2)
- The information sharing processes within your organisation and with others are effective and support the transitions planning process (Principle 2)
- You have undertaken transitions training and have opportunities for continuing professional development (Principle 2)
- There is an effective, joined up approach to assessment between children and adult services (Principle 3)

- You are able to begin transition planning with young people at least two years before they leave school (Principle 3)
- You are aware of the range of employment support options available to young people and the referral routes to access these (Principle 4)
- You are confident in using inclusive communication (Principle 5)
- You are aware of your local transitions improvement plan (Principle 7)
- You have opportunities to be involved in ongoing improvements to transitions in your local area (Principle 7)