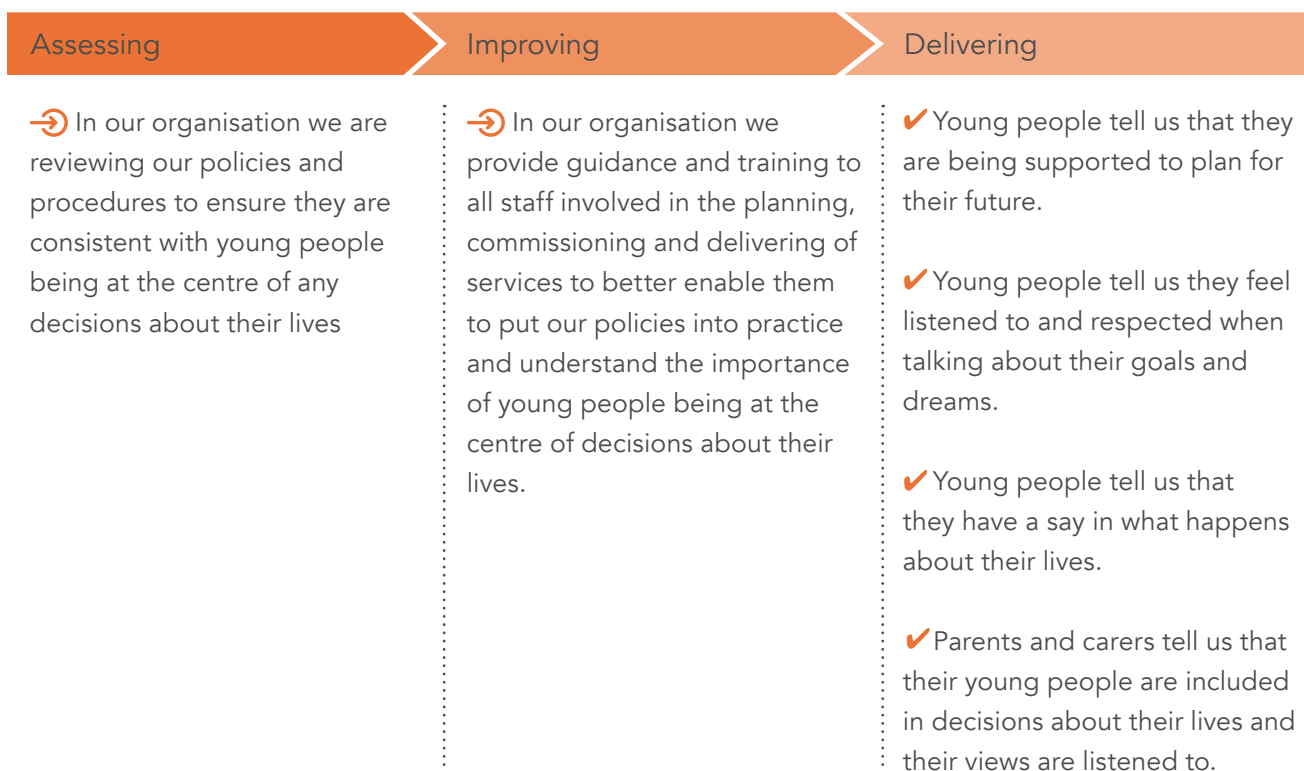


# Principle 1:

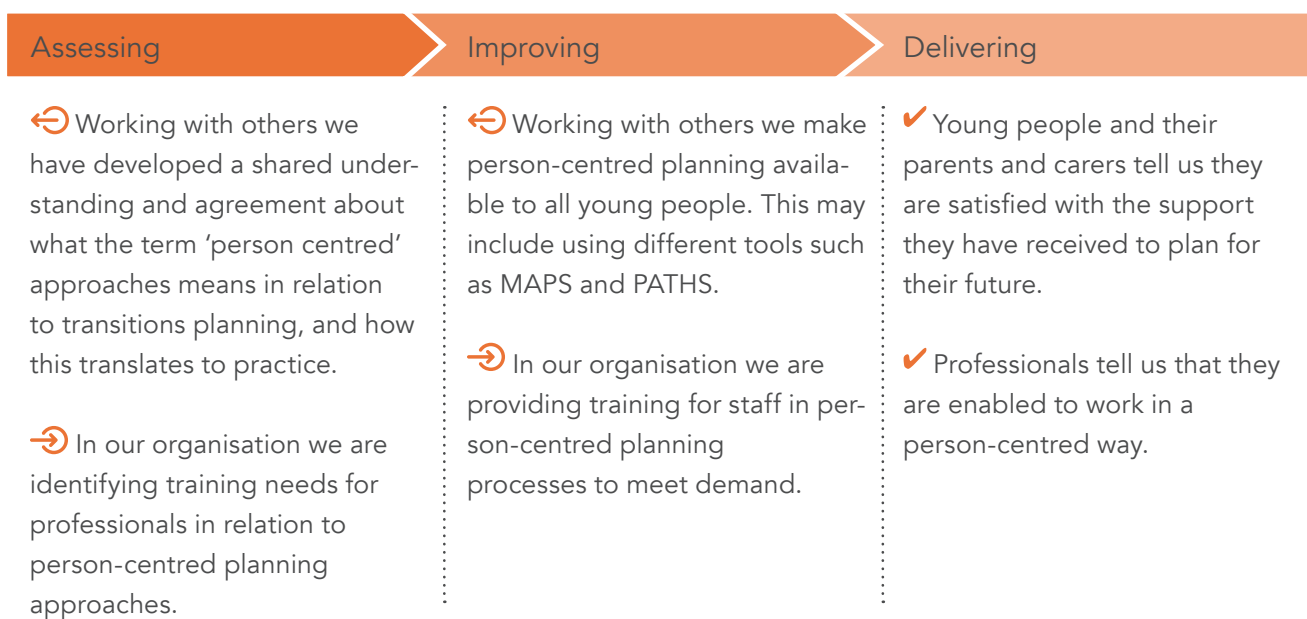
## Planning and decision-making should be carried out in a person-centred way

*“(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)*

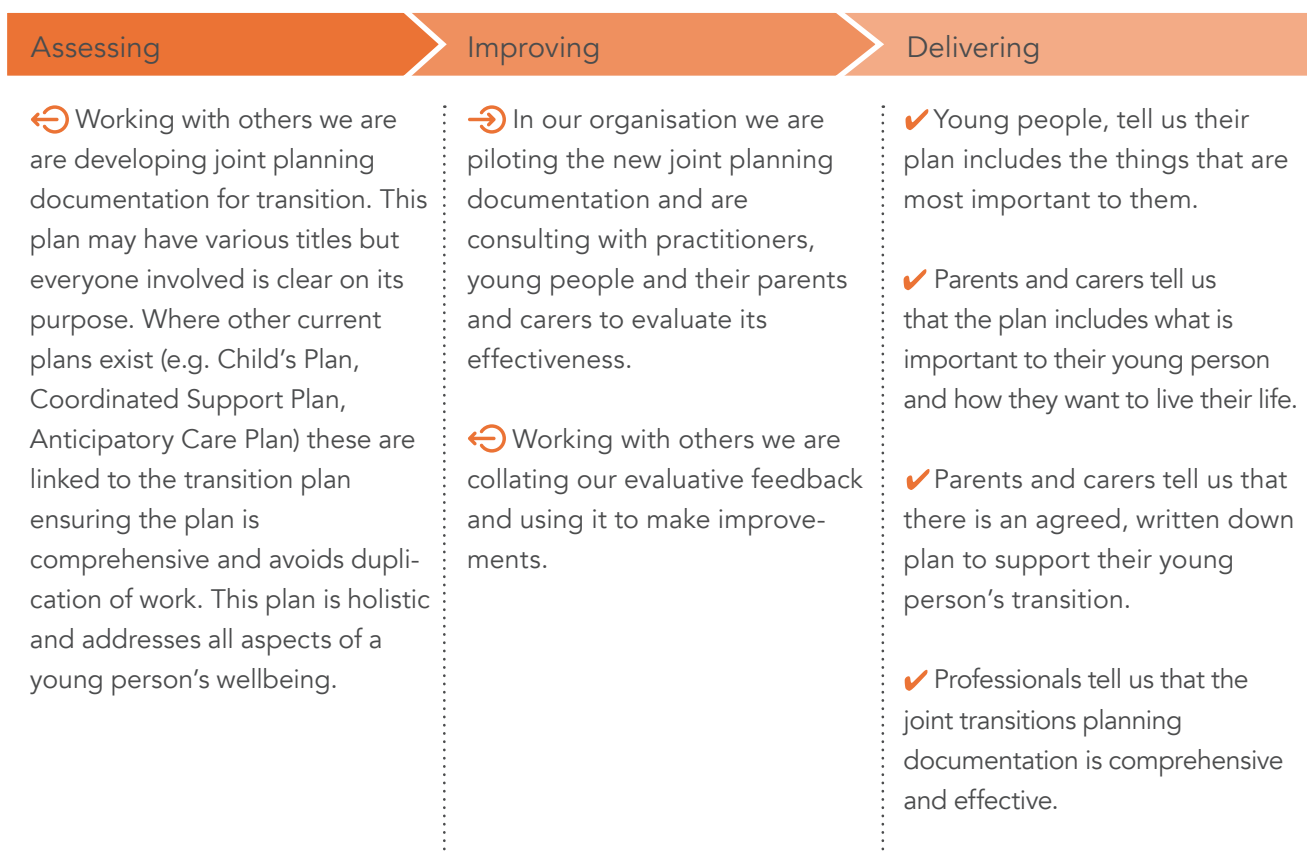
**Indicator 1a:** We ensure young people are at the centre of their transitions planning



**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)