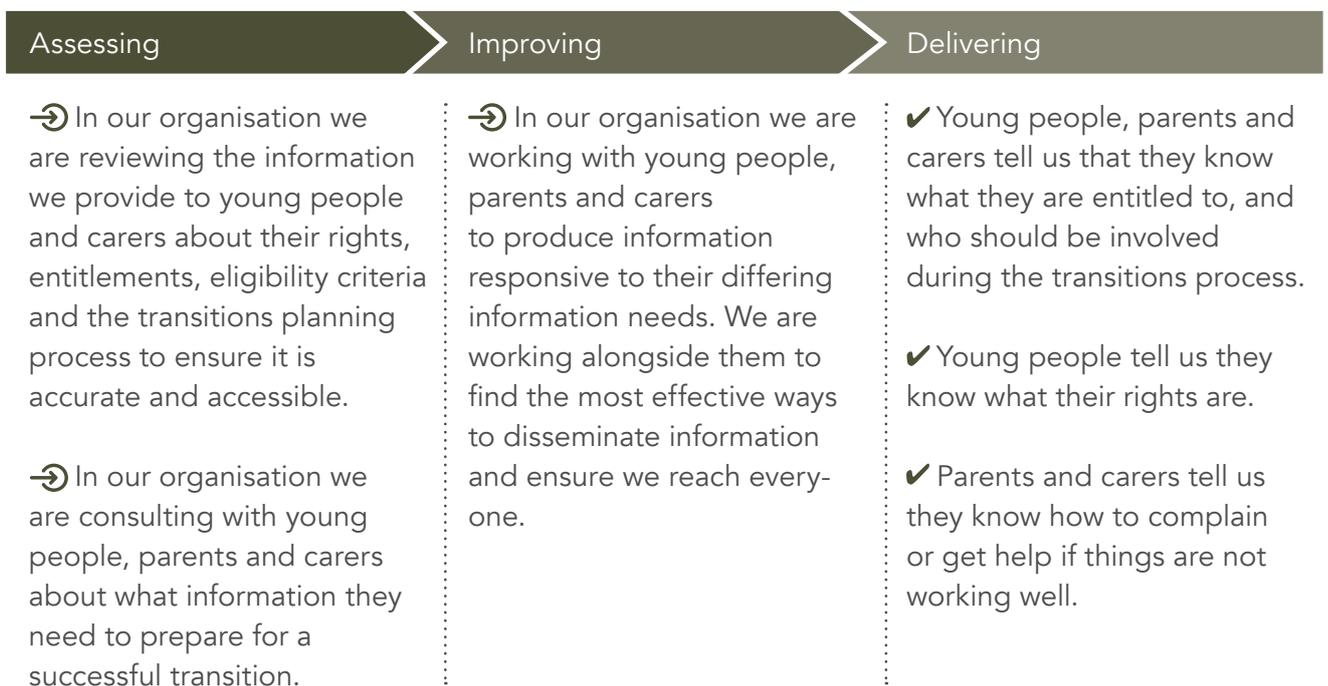


# Principle 5:

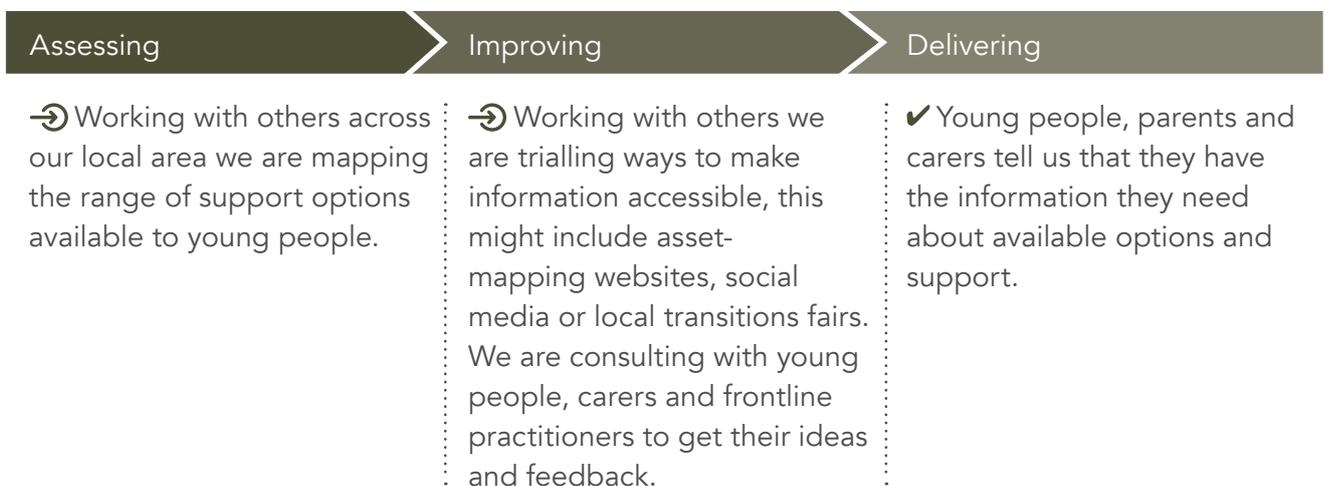
Young people, parents and carers have access to the information they need

*"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/)