A young boy with short brown hair, wearing a dark blue polo shirt, is sitting on a wooden windowsill. He is looking directly at the camera with a thoughtful expression, his hands clasped together in front of his chin. The window behind him shows a blurred view of green trees and foliage. The lighting is soft, coming from the window, creating a contemplative mood. The background to the left of the boy is a dark, paneled wooden door.

Introduction

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

Principles of Good Transitions 3

Scottish Transitions Forum

2017

Foreword

I welcome the Principles of Good Transitions 3 and the work of the Scottish Transitions Forum.

This guide has been developed as a result of Scotland-wide consultation in relation to transitions, and has been produced by the Association for Real Change (ARC) Scotland in collaboration with the Scottish Transitions Forum.

Transitioning young people into adulthood cuts across a number of Ministerial Portfolios and national policies for example GIRFEC, Additional Support for Learning and Autism and Learning Disabilities to name but a few, Scottish Ministers remain committed to working together to improve transitions for young people with additional support needs.

We believe that young people with additional support needs have the right to be valued as individuals and lead fulfilling lives. They have the right to contribute to Scotland's economy, access and participate in their communities and benefit from a fair and inclusive society. For young people to achieve this they need the right support to make the transition into young adulthood. The Principles of Good Transitions 3 provides a framework to make this happen.

I am confident that practitioners from across a range of services will find this framework an excellent tool for supporting young people with additional support needs transitioning from school into adulthood and other lifelong transitions.

The Principles of Good Transitions 3 has been endorsed by key organisations who have committed to putting these principles into practice.

I believe that by focussing our efforts on getting key transitions right for individuals and working together on improving transition practices that we will deliver better outcomes for young people with additional support needs.

A handwritten signature in black ink that reads "Maureen Watt". The signature is written in a cursive, flowing style.

Ms Maureen Watt
Minister for Mental Health

The Seven Principles of Good Transitions

-  1 Planning and decision making should be carried out in a person-centred way
-  2 Support should be co-ordinated across all services
-  3 Planning should start early and continue up to age 25
-  4 All young people should get the support they need
-  5 Young people, parents and carers must have access to the information they need
-  6 Families and carers need support
-  7 A continued focus on transitions across Scotland

Principles of Good Transitions 3 is divided into 8 parts. In addition to this introduction, each part addresses one of the seven principles of good transitions.

Contents

Foreword by Maureen Watt MSP, Minister for Mental Health	iii
The seven principles of good transitions	v
Introduction	2
The Scottish Transitions Forum	8
What we mean by 'transitions'	10
Summary of professional duties	12
References	23

Introduction

Welcome to the third edition of Principles of Good Transitions. This provides a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life.

The seven principles we set out have been endorsed by many organisations that provide support for young people with additional support needs, the Scottish Government and national bodies. They are already being used to shape improvements within organisations, local authorities and at a national level.

Young people with additional support needs hope for the same things as other young people: to have a voice and a social life, and to be involved as active, valued citizens¹. Unfortunately many young people with additional support needs do not get the support they require to achieve this. It is important that work continues to be done to address this and help ensure that Scotland is the best place in which to grow up for all children, in line with the One Scotland and 2020 Vision.

We recognise that transitions occur throughout a person's life, however there is a large body of evidence to suggest that young adult transitions can be particularly problematic for many people with additional support needs.

Principles of Good Transitions 3

Introduction

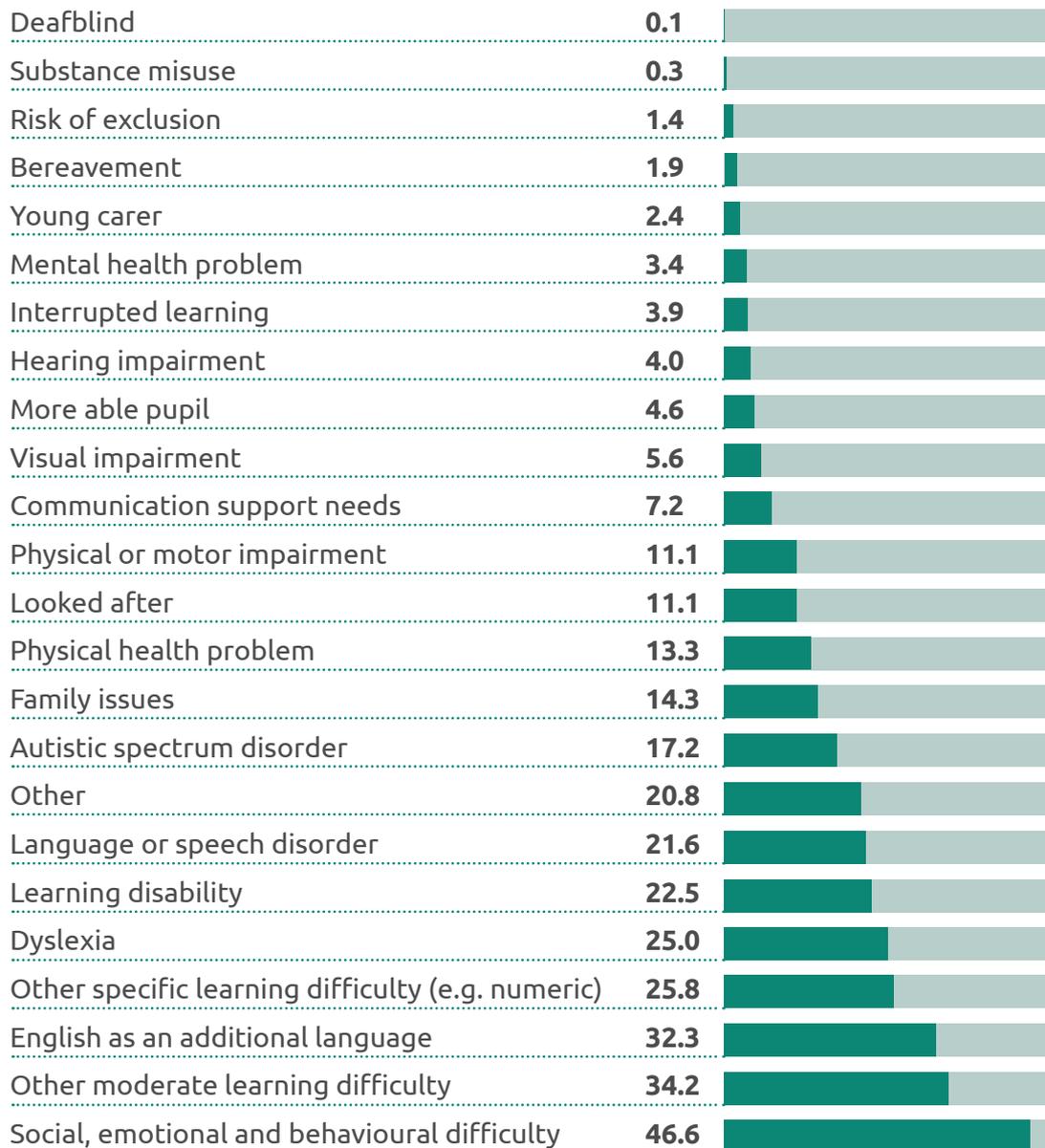
- The seven principles of good transitions
- The Scottish Transitions Forum
- What we mean by 'transitions'
- Summary of professional duties

Why we use the term additional support needs

Throughout this document 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 therefore do not apply up until a young person is 25 years old.

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

Reasons for support for pupils with Additional Support Needs [numbers per 1000]²



Principles of Good Transitions 3 provides seven clear principles that can be used by professionals from all sectors, the Scottish Government and national bodies. This includes those responsible for planning and delivering support for children and young people with additional support needs within:

- Paediatric and adult health
- 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)
- Scottish Government and Scottish Parliament.

The contents of Principles of Good Transitions 3 have been informed by:

- Communication with members of the Scottish Transitions Forum across Scotland
- Consultation with young people and families in urban and rural areas³
- Learning from health and social care partnerships who are developing strategic approaches to transitions
- An external evaluation of the Scottish Transitions Forum published in 2015⁴
- Legislative developments and consideration from relevant Scottish Government policy teams
- Legal input to align the duties across the different professional areas involved in transitions.

You will find up-to-date information clarifying the changing policy and legislative framework that impact on transitions, practice examples and proposals for action locally and nationally. We indicate how the seven principles of good transitions align with the rights-based approaches such as the United Nations Conventions on the Rights of the Child (UNCRC), PANEL principles and the Equality Act 2010. A flowchart that highlights key statutory duties is also included in this section.

The intention is to help people to make transitions for young people as effective as they can be, but not to be specific about what is required in individual circumstances. Agencies working with young people must ensure that they comply with legal requirements across several pieces of legislation, and strive towards best practice. This is not a guide to the law, however it includes examples of good practice to illustrate some of the ways in which the law is being applied. As with any area of the law, there are some issues which remain unclear and which may only be resolved by judgments of the courts or tribunals. What follows is not a substitute for taking appropriate advice on the legal implications of specific situations.

Where references to legislation are made, we have done our best to accurately state the legal position as at 31 August 2016. Our thanks go to Cairn Legal Ltd, who have provided advice on the legal aspects of the text.

Scottish Transitions Forum

Our aim is to improve the experience of children and young adults (14 to 25 years) as they make the transition to adult life. We refer to this population throughout this document as 'young people.'

Our three objectives are:

- To guide and inform improved approaches to transitions across Scotland
- To support people to work collaboratively, share learning, identify gaps in provision and generate solutions
- To involve young people with additional support needs, their parents and carers in our work

An external evaluation of the Scottish Transitions Forum⁵ carried out in 2015 found that it has a key role in supporting and promoting good practice, communicating information about policy and legislation and highlighting the importance of transitions.

There are over 750 members of the Scottish Transitions Forum representing a wide range of professionals, young people, parents and carers. Membership is free and is open to anyone who is committed to improving transitions for young people with additional support needs.

Our website and regular e-bulletins provide additional information concerning legislation, policy, practice examples, research and films of young people telling their transition stories.

To learn more about us and join the Scottish Transitions Forum please visit: www.scottishtransitions.org.uk

Contact:
scott.read@arcuk.org.uk or
rebecca.williams@arcuk.org.uk

Telephone: 0131 663 4444



The Scottish Transitions Forum is supported by the Association for Real Change (ARC Scotland). We are a charity that promotes the development of high-quality, person-centred support for people with a learning disability or other support need. We pride ourselves on our effective and extensive partnerships with provider organisations, local authorities, the Scottish Government, people who use services and their parents and carers across the whole of Scotland.

What we mean by 'transitions'

Transition is the period when young people develop from children to young adults. This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes. During this period young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines. Transitions also impact on the family or on those who care for the child or young person.

To achieve their full potential, young people often require support in different areas of their lives. There are professional considerations associated with the move from school or college or the transfer from child to adult services. These may include identifying and achieving positive destinations in employment, education or training, managing welfare and housing changes, reviewing healthcare needs, providing information and advocacy, assessing capacity and managing risk. These processes should have the young person's personal outcomes, aspirations and wellbeing at the centre. When their wellbeing is fully supported, they will be better able to achieve their full potential.

We know that many young people with additional support needs and their parents and carers find the transition to young adult life particularly challenging. These challenges are exacerbated by⁶:

- Organisational processes taking priority over individual needs
- Lack of support for carers and families
- Insufficient planning
- Unclear transitions pathways
- Limited options
- Lack of clarity about accountability⁷

There is a considerable amount of evidence that has explored these challenges in detail^{8 9 10 11 12 13 14}, and the benefits of addressing them, for example the Doran Review¹⁵. The literature shows that well supported transitions can lead to positive outcomes, inclusion and a potential reduction in the long-term use of health and social care services¹⁶.

Summary of professional duties

This section summarises how the main legislative drivers relating to transitions fit together. More detailed information is provided in the subsequent sections.



Key duties and recommendations for young people with additional support needs in transition

Equality Act

Public Sector Equality Duties - Duty for all public services to make reasonable adjustments etc.

Self Directed Support Act



Transitions planning should begin 2 years before the young person is due to leave school.

NICE Transitions Guidelines N.G43



2 years before leaving school

1 year before leaving school

6 months before leaving school

left school **post 16+** Learning Choices - Opportunities for ALL Skills Development Scotland etc

Appropriate person begins transitions. Is there a CSP in place? (Reg. 3(2) (a) - chp, 6, P7 ASL codes of practice)

Additional Support for Learning Act

What resources are likely to be available (s. 12 & 13 ASL Act). Appropriate agencies involved Skills Dev, Scot, College, University, NHS, Welfare Rights, Housing, Social Work

Consent to share information from child goes to Appropriate Agency (S.12 & 13.) Take account of info, views and provision (S.12 (6)c ASL Act).

On leaving school (S.12 & 13. ASL Act).

Transitions as wellbeing concern. Child's Plan may be required and Named Person may be involved in process. (parts 4 & 5)

Children and Young People Act

Child's Plan available to help inform planning process.

Consider Change of Named Person Service. Review Child's Plan. Change of Managing Authority or if over 18 Named person service ends, (parts 4 & 5 of CYP Act).

Young Carers considerations (Carers Act)

Thought will need to be given to a young carer transitioning into an adult carer and adult care assessment carried out

Adults with Incapacity Act (Guardianship)

Guardianship process can start at age 15&1/2 → Guardianship in place once 16

The PANEL Principles below have been taken from the Social Care (Self-directed Support) (Scotland) Act 2013 guidance. They focus on fundamental issues in applying human rights based approaches in practice. The rights they enshrine should underpin all policies and interventions relating to transitions.

PANEL Principles¹⁷

Participation

Everyone has the right to participate in decisions, which affect their human rights. Participation must be active, free, and meaningful and give attention to issues of accessibility, including access to information in a form and a language that can be understood.

Accountability

Accountability requires effective monitoring of human rights standards. For accountability to be effective there must be appropriate laws, policies, administrative procedures and mechanisms of redress to secure human rights.

Non-discrimination

Human rights based approaches means that all forms of discrimination must be prohibited, prevented and eliminated. It also requires the prioritisation of those in the most vulnerable situations who face the biggest barriers to realising their rights.

Empowerment

People should understand their rights, and be fully supported to participate in the development of policy and practices, which affect their lives. People should be able to claim their rights where necessary.

Legality

Human rights based approaches require the recognition of rights as legally enforceable entitlements, and is linked to national and international human rights law.

Children's rights and transitions

Support for transitions should be firmly rooted in children's rights. This is achieved by placing the child at the centre, recognising them as rights-holders, and acting in their best interests while taking their views into account.

'Evolving capacities' are referred to in the UNCRC (articles 5 and 14). Parents' rights have to be used in a way that takes account of the young person's maturity and understanding, especially as their capacity evolves. The Staying Put Scotland Guidance¹⁸ mentions a similar approach. These approaches should be embedded within transitions; meaning with increasing age, maturity, understanding and experience, a young person can progressively assume greater autonomy.

In Scotland, there is growing awareness of children's rights across public policy, public services and society. This is indicated by the recent inclusion in the Children and Young People (Scotland) Act 2014 of a range of duties on Scottish Ministers and public authorities relating to the United Nations

Convention on the Rights of the Child (UNCRC). The principles of transition closely align with the articles contained in the UNCRC, particularly:

- 2 (non-discrimination)
- 3 (best interests of the child)
- 4 (protection of rights)
- 12 (views of the child)
- 23 (children with disabilities)
- 24 (right to health)
- 25 (review of treatment in care)
- 27 (adequate standard of living)
- 28 (right to education)
- 31 (right to play)

Additionally, the United Nations Convention on the Rights of Persons with Disabilities (UNRPD) reaffirms that all persons with all types of disabilities must enjoy all fundamental human rights, and includes specific protections for the rights of disabled people.

Joint professional duties:

Transitions may present a wellbeing concern for some young people. If a wellbeing concern is identified through consideration of the Section 96, Children and Young People (Scotland) Act 2014 wellbeing indicators¹⁹, a targeted intervention may be necessary under the Getting It Right for Every Child (GIRFEC) framework, found in the Children and Young People (Scotland) Act 2014 and may require a Child's Plan (Part 5 - Children and Young People (Scotland) Act 2014). Each professional has a role to play in this process to ensure that young people with additional support needs are enabled to achieve their ambitions, personal outcomes and potential, with no one professional having sole responsibility.

Some children and young people with complex additional support needs may also have a Coordinated Support Plan (CSP) in place if they meet the criteria for one: Education (Additional Support for Learning) (Scotland) Act 2004, section 2. This enables professionals from multiple agencies to plan together to meet a pupil's needs and to co-ordinate their support towards agreed learning targets. Many Scottish Transitions Forum members believe that the CSP and the Child's Plan should be streamlined into a single plan to cut down on administration and reduce the number of processes families must understand. Alignment is already being undertaken and provided for, enabling statutory plans to be incorporated within the Child's Plan.

Other professional duties include but are not limited to:

Education:

- The Named Person Service could be best placed to begin the transition planning process and to ensure that appropriate agencies are involved. Part 4 of the Children and Young People (Scotland) Act 2014 and associated (draft) guidance sets out a duty to provide a Named Person Service. At time of writing this is not yet in force, and may well be subject to further revisions.
- Part 5 of the Children and Young People (Scotland) Act 2014 sets out duties in relation to a child's plan. Again, at time of writing this is not yet in force.
- The Additional Support for Learning (Changes in School Education) Scotland Regulations 2005 govern transitions within a child or young person's school career.
- Chapter 6 of the "Supporting Children's Learning" Codes of Practice and sections 12 and 13 of the 2004 Act set out the authority's post-school transition duties.
- These duties ensure that the relevant information is available at least one year before the young person is due to leave school. This will mean working with partner agencies before this time to gather the appropriate information: Education (Additional Support for Learning) (Scotland) Act 2004 (Section 12, and Code of Practice, chapter 6, paragraph 31).

Social Work:

- Explore personal outcome planning with young people who meet the eligibility criteria: Social Care (Self-directed Support) (Scotland) Act 2013 (GIRFEC guidance).
- Provide an indicative budget for services to enable planning (Self-Directed Support guidance, paragraph 7.12).
- Comply with requests for assistance to adult services (potentially one year prior to young person leaving school) if laid out in the Child's Plan: Children and Young People (Scotland) Act 2014, Part 5.

Health:

- Work alongside social work and social care staff to ensure that information is shared to support planning of the young person's transition post-school: Section 13 of the Education (Additional Support for Learning) Scotland Act 2004 and the National Institute for Care Excellence Guidelines; Children and Young People (Scotland) Act 2014.
- Health representatives should attend the transitions planning process meetings as an 'appropriate agency' following a request for help from education: Education (Additional Support for Learning) (Scotland) Act 2004, sections 12 and 13.
- Respond to the request for help if asked through the Child's Plan process to involve adult health services (one year prior to young person leaving school): Part 5, Children and Young People (Scotland) Act 2014.

Third sector:

- To proactively engage and work in partnership with the health and social care Joint Improvement Boards via the Third Sector Interface: (Public Bodies (Joint Working) (Scotland) Act (section 31 (1))).
- Ensure they are included in planning processes where appropriate: National Institute of Care Excellence transition guidelines; Social Care (Self-directed Support) Act guidelines).

Other Local Authority duties:

- Using the Joint Commissioning²⁰ approach and the Community Empowerment (Scotland) Act 2015 (section 6 (1)-(4)); Public Sector Equality Duties under the Equality Act, 2010, section 149, Children and Young People (Scotland) Act 2014 (Part 3), Public Bodies (Joint Working) (Scotland) Act 2014 (section 58 and 4(1)- (2)), services should focus on the wellbeing of service users. This means commissioned services must anticipate and prevent needs from arising where possible.
- Ensure that people who use services are central to the commissioning process: Public Bodies (Joint working) (Scotland) Act 2014 (section 4. (1) (b) (i – xii)); NICE Transitions Guidelines; Social Care (Self-directed Support) (Scotland) Act 2013, section 9. (Equality Act, 2010, (section 149, (4) and associated public sector duties).
- Provide information to support the transitions process. Examples that provide approaches include the Equality Act (section 149, (4)) and associated regulations; Children and Young People (Scotland) Act 2014; Social Care (Self-directed Support) (Scotland) Act 2013 section 9.

References

- ¹ NOP (2003) A survey of the views and experiences of young disabled people in Great Britain, conducted by NOP on behalf of the Disability Rights Commission, DRC: London; Morris (1999) Hurling into a Void JRF: York; and Heslop, P et al. (2002) Bridging the Divide at Transition: What happens for young people with learning difficulties and their families? BILD: Glasgow
- ² Data taken from the Report to Parliament around the Education (additional Support for Learning) (Scotland) Act statistics. Accessed August 2016
- ³ ANS and STF (2015) Digging Deeper: exploration into transitions in rural areas Autism Network Scotland. Strathclyde University
- ⁴ Arc Scotland (2015) Evaluation of the Scottish Transitions Forum. Simon Jaquet Consulting
- ⁵ Arc Scotland (2015) Evaluation of the Scottish Transitions Forum. Simon Jaquet Consulting
- ⁶ LEAD (2015) Supporting disabled learners to realise their potential. Improving disabled learners' progression through learning in colleges. Scottish Government
- ⁷ STF and ANS (2015) Digging Deeper exploration of rural transitions experiences. Strathclyde University
- ⁸ SCCYP (2013) It always comes down to Money: Recent changes in service provision to disabled children, young people and their families in Scotland. Strathclyde University
- ⁹ NDCS and CRIED (2013) Close the Gap: Post-school Transitions of People who are Deaf or Hard of Hearing. Edinburgh University
- ¹⁰ CEN (2015) Transitions from Children to Adult Health Services for Children with Exceptional Health Care needs. CEN. NHS Scotland
- ¹¹ Sense Scotland and SDS consortium (2015) SDS Consortium: Working Together To Make It Happen: helping young people move on successfully. Sense Scotland

- ¹² Autism Network Scotland and Scottish Transitions Forum (2015) Digging Deeper: Exploring Transitions Digging Deeper Road Show Report. Strathclyde University
- ¹³ CYCJ (2016) A guide to Youth Justice in Scotland: Policy Practice and Legislation. Strathclyde University
- ¹⁴ Francis, T. (2016) Life on the Edge of the Cliff: Post school experiences of young people with Asperger's Syndrome, ADHD and Tourette's Syndrome: Study Visit 1. Italy. Francis, T. (2016) Life on the Edge of the Cliff: Post school experiences of young people with Asperger's Syndrome, ADHD and Tourette's Syndrome: Study Visit 2. Norway. Francis, T. (2016) Life on the Edge of the Cliff: Post school experiences of young people with Asperger's Syndrome, ADHD and Tourette's Syndrome: Study Visit 3. The Czech Republic
- ¹⁵ Scottish Government (2012) The Doran Review. HMSO. Edinburgh
- ¹⁶ Baxter, K., Glendinning, C. and Clarke, S. (2008) Making informed choices in social care: the importance of accessible information, Health and Social Care in the Community,16,2,197_207
- ¹⁷ Scottish Executive (2013) the Social Care (self-directed support) guidance 2013 HMSO. Edinburgh
- ¹⁸ Scottish Government (2013) Staying Put Scotland Guidance. HMSO
- ¹⁹ Scottish Government (2012) GIRFEC Outcomes Framework Report
- ²⁰ Social Work Inspection Agency: Guide to Strategic Commissioning : Taking a Closer Look at Commissioning in Social Work Services. <http://www.gov.scot/Publications/2009/09/17112552/2>



Scottish Government
Riaghaltas na h-Alba
gov.scot

Principle 1:

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



Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1** **Planning and decision making should be carried out in a person-centred way**
- 2** Support should be co-ordinated across all services
- 3** Planning should start early and continue up to age 25
- 4** All young people should get the support they need
- 5** Young people, parents and carers must have access to the information they need
- 6** Families and carers need support
- 7** A continued focus on transitions across Scotland

Principle 1

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

This means:

- Young people should be at the centre of their transition planning
- A shared understanding and commitment to person-centred approaches across all services
- Young people should have a single plan

Young people should be at the centre of their transition planning

The wishes of children and young people should be at the centre of any decisions made about their health or social care support¹. This follows the belief that young people and those who care for them are best placed to know what they need, provided they have access to the right information and support. Section 8 of the Social Care (Self-directed Support) (Scotland) Act 2013 and sections 33 and 35 of the Children and Young People (Scotland) Act 2014 outlines how professionals and decision makers must have regard to the views of the child.

'Young people can be funneled into routes they've not chosen. There was one young man with a learning disability and epilepsy. They thought college would be the best place for him, but he doesn't like being indoors. He loved being outdoors with animals. They got the right person-centered planning facilitators in. He bought some hens, got a business loan, and now he sells eggs at farmers' markets. His seizures went down and he reports as happier.'

Manager, voluntary sector, "Where Next?" Evaluation of the STF (2015) p15

Rights based approaches can lead to informed choice and positive outcomes for those involved. Within the PANEL principles these rights include:

- Ensuring their right to say what they think should happen
- Being in control of their own lives and making their own decisions
- Having their opinions considered.

More information about the PANEL principles and UNCRC can be found in the Introduction section.

The legislation, policy and guidance that supports this approach is:

- The Social Care (Self-directed support) (Scotland) Act 2013 guidance² adopts a rights based approach and discusses these ideas in the supported persons' pathway and the duty to provide 'informed choice', 'personal outcome assessment' and the PANEL principles³
- The Children and Young People (Scotland) Act 2014 refers to due regard to the views of the child, the child's parents and others, in the context of the preparation of a Child's Plan

- The GIRFEC Guidance⁴ lists its principles as putting the child at the centre and taking a whole-child approach. This means the young person should be informed and involved throughout the child planning process
- The Education (Additional Support for Learning) (Scotland) Act 2004 and its associated code of practice⁵ state that children, young people and those who care for them have a right to have their views considered. An example of this can be found in Chapter 6 paragraph 21 of the Code; 'In their final years at school, those with additional support needs should engage personally in the transition planning process to help them to prepare their plans for the next stage in their education, training or employment and other areas'
- The Carers (Scotland) Act 2016 states that carers must be involved and have their views and caring role considered when determining the need for support for the cared for person in so far as it is reasonable and practical to do so
- The National Institute for Health and Care Excellence (NICE) transitions guidelines state in section 1.2.11 that service managers should ensure that a range of tools are available and used to help young people communicate effectively with practitioners
- Aftercare duties (under Part 10 of the Children and Young People (Scotland) Act 2014) need to be included in the graduated and extended transitions for looked-after young people, especially relating to accessing on-going person-centred support as they move into adult services.

A shared understanding and commitment to person-centred approaches across all services

All assessments and plans for young people in transition must follow person-centred principles, however different professional groups may have varying understandings of what the term 'person-centred' means. For example, 'outcomes-based assessment' (such as 'Talking Points'⁶), 'co-production', 'co-design' and 'personalisation' are all used to describe similar approaches⁷.

The Social Care (Self-directed Support) (Scotland) Act 2013 states there must be a focus on outcomes and the Children and Young People (Scotland) Act 2014 states there must be a focus on wellbeing for young people, including those going through transitions. These different approaches should be combined in the Child's Planning process. Where the young person has a Child's Plan, this must include an assessment of wellbeing and a note of the outcome(s) to be achieved through supports, such as a targeted intervention, Children and Young People (Scotland) Act 2014. Other assessments carried out at this time might explore such things as young people becoming adult carers but the same principles apply (Carers (Scotland) Act 2015).

Best practice

There is evidence that person-centred approaches provide a way to improve outcomes for young people in transition⁸ and have been used successfully for many years, particularly by the voluntary sector.^{9 10} Person-centred planning, in its truest sense, explores a young person's aspirations and is not limited by eligibility or entitlement. To achieve the best outcomes for young people, it is good practice for the assessment process to be separated from budget considerations¹¹, however, planning within the assessment needs to consider the reality of limited resources. Adult assessments used during transitions need to be holistic and explore the personal outcomes of the young person regardless of whether they will be met with support from statutory or universal services.

'You go from children's services, which are set up for kids, to adult services. It's a bit grim, another world. At one meeting we were at, there were 14 people in a strange room. One 20-minute meeting, and that was the transition.'

Transition project worker, voluntary sector, "Where Next?"
Evaluation of the STF (2015) p15

Supporting Positive Paths

Positive Paths support young children and adults with additional support needs to develop lifetime learning, a sense of belonging and the social side of life. Our members are encouraged to be present in their community with a central focus on emotional wellbeing as they move through different stages (paths) in life. As things change, so does our support. We provide a service for both day support and the social side of life.

By encouraging children to mix with peers, develop friendships and socially interact through play, we help to build their confidence and develop strong and stable relationships. This establishes a foundation from which their transition can be supported through school and beyond.

As members leave school or college their goals change, so we adapt our support to help them achieve their future paths. We encourage members to share experiences with their peers who know what they are feeling and barriers they are facing. This also provides opportunities for members to share costs of support.

As friendships develop through shared experiences, so do the social aspects of life such as catching up at the weekend or going on holiday together. This helps provide respite opportunities where members and families can relax. Members who stay with us can become part of the team to support new members in their paths, sharing their achievements and providing role models for Positive Futures.

A trained planner, ideally one who is external to health, education and social care, should facilitate the person-centred planning process. Offering young people the choice of having a person-centred plan supports the duties laid out in a range of legislation by:

- Providing a mechanism to support the information-gathering stage that schools must complete at least a year before the young person is due to leave school¹²
- Supporting outcome planning¹³. Information gathered during this process can be fed back into commissioning processes via Local Outcome Improvement Plans, health and social care integrated processes, which supports recommendations from the Christie Commission¹⁴
- Providing a mechanism to explore indicative budgets¹⁵.

Not all young people may want a person-centred plan in its fullest sense and other planning approaches should be available. However, they must have their rights respected and be provided with the relevant information and support to make an informed choice of what is right for them¹⁶.

Young people should have a single plan

Where there is no shared planning process in place, professionals will make separate plans for different but overlapping aspects of the young person's life. This means that young people, parents and carers have to tell their stories multiple times to different professionals. This is frustrating for those involved, involves a duplication of work and is inconsistent with person-centred approaches. The Child's Plan processes set out in the Children and Young People (Scotland) Act 2014 seeks to remedy this.



The Child's Plan

The Children and Young People (Scotland) Act 2014 will place a duty on public bodies and those providing services on their behalf to come together to create what is known as the Child's Plan. However, just as not everyone will need the help of a Named Person, not all children will have a Child's Plan. It will most likely be used for children and young people who have significant wellbeing concerns, additional support needs or complex care needs and whose wellbeing needs can only be met through the provision of targeted support.

The Child's Plan contains information about:

- Why a child or young person needs support
- The type of support a young person needs, how long support will be required and who should provide it
- Wellbeing concerns and outcomes
- Who is responsible for delivering the plan
- All plans relevant to the planning process, including the Co-ordinated Support Plan or other educational plans
- Views of the young person and their carers.

The Child's Plan framework ensures a co-ordinated approach which means that vital information which may be required in several statutory plans can be recorded in one place.

Best Practice

It is good practice to make the Child's Plan available in 'easy read' and 'care passport' formats. Work is currently being undertaken in this area by PAMIS for children with multiple and complex needs¹⁷. The plan should contain information that demonstrates how the young person is best supported. This information can accompany them when they contact different services such as education, support providers or health and social care. Professionals can refer to it to provide seamless assessments and reduce duplication.

References

- ¹ These duties are mentioned in the above legislative flowchart and consist of the Social Care (Self-directed Support) (Scotland) Act 2013 and the Children and Young People (Scotland) Act 2014
- ² Scottish Executive (2013) Statutory guidance to accompany the Social Care (Self-directed Support) (Scotland) Act 2013. HMSO. Edinburgh
- ³ Page 25 of the Scottish Executive (2013) Statutory guidance to accompany the Social Care (Self-directed Support) (Scotland) Act 2013
- ⁴ Scottish. Government (2008) A Guide to Getting it Right for Every Child. HMSO
- ⁵ "Supporting Children's Learning" Scottish Government (2010) - Chapter 7 of the Code provides guidance on how to seek views of the child – especially where communication difficulties exist
- ⁶ JIT (2012). Talking Points: The Personal Outcomes Approach. Edinburgh
- ⁷ Person centred planning was defined in Principles of Good Transitions 2 (2014)
- ⁸ Cook, A and Miller, E (2012) Talking Points: Personal Outcomes Approach. And Joint Improvement Team (2006). The Emergence of Person Centred Planning as evidence based practice. Journal of integrated care
- ⁹ (<https://www.thistle.org.uk/youngpeople>)
- ¹⁰ <http://www.shirlie.co.uk/content/schools-transitions>
- ¹¹ BASW (2013) An Enquiry into the State of Social Work. All Party Parliamentary Group report. BASW
- ¹² As laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 (sections 12 and 13)
- ¹³ As detailed in the Public Bodies (Joint Working) (Scotland) Act 2014 (section 29) and the Community Empowerment (Scotland) Act 2015 (Part 2, Community Planning)

¹⁴ Scottish Government (2012). Christie Commission Report. Commission on the future of Public Services Delivery. HMSO

¹⁵ As described in the Social Care (Self-directed Support) (Scotland) Act 2013 guidance

¹⁶ This applies to the educational and transition planning carried out under the framework of the Education (Additional Support for Learning) (Scotland) Act 2004 and the Child's Plan under the Children and Young People (Scotland) Act 2014. It also supports the principles of independence, personal outcomes, choice and control, in line with the Social Care (Self-directed Support) (Scotland) Act 2013

¹⁷ Digital Passports info can be accessed here http://www.pamis.org.uk/_page.php?id=85



Scottish Government
Riaghaltas na h-Alba
gov.scot

Principle 2:

**Support should be co-ordinated
across all services**



Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 **Support should be co-ordinated across all services**
- 3 Planning should start early and continue up to age 25
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 A continued focus on transitions across Scotland.

Principle 2

Support should be co-ordinated across all services

This means:

- There should be a co-ordinated approach to transitions in each local authority
- Learning and development opportunities should include an understanding of all aspects of transitions
- Transitions should be evaluated

There should be a co-ordinated approach to transitions in each local authority

The Scottish Government has stated the importance of multi-agency planning to improve the experience of transitions for young people¹:

‘Partners who plan in a joined-up way are more likely to ensure that young people can access the support they need to make effective transitions. This means having an effective multi-agency approach and the involvement of universal services, with clearly defined responsibilities.’

Additional Support for Learning Report to Parliament (2013), p15²

During transitions, young people with additional support needs may come into contact with many practitioners from health, education, welfare, housing, social care and other services. Effective co-ordination of transition planning and support at a local level is therefore critical³, particularly for those with learning disabilities or multiple and complex needs⁴. Corporate parenting responsibilities (as found in Part 9 of the

Children and Young People (Scotland) Act 2014) also need to be considered throughout the transitions process.

Strategic and operational managers in local authorities and NHS boards have told us that the lack of joined-up working between professional disciplines is the biggest challenge they face in effectively supporting transitions⁵. Where effective partnership working does exist⁶, it makes a significant difference in the transitions experience for young people⁷. Lead individuals and agencies involved in supporting transitions should agree a joint ‘transitions pathway’ in their local authority area⁸. Young people and carers should be involved in the development, testing and evaluation of these pathways⁹. This has to be supported by those at senior levels to ensure they are effectively implemented and monitored. Such pathways provide a mechanism to embed and sustain successful work carried out using short-term project funds into longer-term transitions strategies.

'There needs to be oversight across adult and children's services at high enough level. It needs somebody at the helm saying transitions are important'

Manager, children's service. "Where Next?" Evaluation of the STF [2015] p14.

Best practice

Co-ordinated approaches can be delivered in a number of ways. The most frequently used strategic approaches are transitions co-ordinators¹⁰ or local transitions forums or networks¹¹. Sometimes these two approaches are used in conjunction¹² and both are shown to lead to improvement in practice¹³.

The Royal College of Physicians of Edinburgh (RCPE) Transitions Steering Group discusses co-ordinated approaches in the publication 'Think Transition'. RCPE advise joint boards, which may include health and social care partnerships across adult and children's services, to consider the need for transition co-ordinators that bridge health and social care areas. This is a role that could be fulfilled by an adolescent nurse specialist¹⁴. Where these professionals are already in post, their skills should be fully used in the co-ordination and delivery of transitions processes.

Transitions co-ordinator

Transitions co-ordinators may have different roles; some working strategically, others delivering face-to-face support. Best practice examples suggest that transitions co-ordinators should be available to all young people with additional support needs who require them. Where they are available, they have made a significant improvement in the overall quality of planning and positive outcomes for young people going through transition¹⁵ (NICE Transitions guidelines, 2016, 1.2.5-10).

The National Institute for Care Excellence (NICE) guidance states:

'[The transitions co-ordinator] is a role rather than a job title. This should be one of the people from among the group of workers providing care and support to the young person, who has been designated to take a co-ordinating role. It could be, for example, a nurse, youth worker, an allied health professional or another health and social care practitioner. It could also be someone who already has the title keyworker, transition worker or personal adviser.'¹⁶

The NICE guidelines 2016¹⁷ suggests that where transitions co-ordinators are in place, the local authority should:

- Consult with young people and take their views into account when choosing their transitions co-ordinator
- Develop a clear understanding among all professionals, the young person and their family of what their role is
- Facilitate and be part of the evaluation of the local authority's or joint board's transitions pathway
- Remain involved until the young person is settled in adult services.

Highland work in transitions

In Highland Council the transitions co-ordinator is working to enable planning for transition to commence at 14 years. They work closely with the Opportunities for All team to collate data that allows schools to identify those in need of enhanced support at an early stage. NHS Highland has appointed a project manager for transitions who is scoping the need for a dedicated health and social care transitions team for 14-25 year olds. The introduction of an updated transitions protocol and pathway to be used by the Highland Council and NHS Highland will allow for a consistent approach across services. These documents and others that complement the process are accessible via Highland's website www.hi-hope.org. Hi-hope is an online resource, listing opportunities for young people leaving school in the Highlands.

Current initiatives include:

- Formation of a local transitions network in Lochaber
- Transitions champions - practitioners who are able to sign post others to the best services to support the young person
- Appointment of a transitions social worker in Lochaber
- A team of self-directed support (SDS) peer advisers with real-life experience of using SDS to support and advise young people
- The CHAMPS board run by care-experienced development assistants who are setting up a "one stop shop" to support care experienced young people during transition
- Working with employers to give them the skills and confidence to provide young people with additional support needs work experience or long-term employment.

The future of transitions in Highland is bright. There is a real movement, backed by enthusiastic and passionate staff, to make the process person centred, pro-active and a positive experience for young people and their families.

Local transitions forums / networks

The second most frequently used strategic approach is the establishment of local transitions forums or networks that co-ordinate support across different services¹⁸, develop shared transitions pathways¹⁹, ensure planning starts early and anticipate future demand on services.

Local forums or networks should have representation from:

- Children and young people (UNCRC article 12)
- Parents and carers
- Health and allied health professionals from paediatric and adult health services
- Primary and secondary health-care representatives
- Skills Development Scotland / careers services
- Local Opportunities for All representatives
- Child and adult social work services
- Third-sector services - such as support, advice and advocacy

- Education professionals pre- and post-16 education
- Local area co-ordinators
- Housing and accommodation providers.

Other services or individuals that are key to commissioning workforce development, or who can offer co-ordinated and responsive support, should be included²⁰.

The benefits of investment in early years' intervention may be lost if the transition through childhood and into adulthood is not managed and co-ordinated effectively²¹. Demonstrating the value of 'spend to save' is important if we are to move toward more sustainable methods of resourcing joined up and strategic approaches to transitions, especially now that we are fully committed to the integration agenda as presented in the Public Bodies (Joint Working) (Scotland) Act 2014.

Work²² is underway to establish to what extent strategic approaches to supporting transitions are being adopted across Scotland, which approaches are being used and what resources are being dedicated to them. At the time of writing, the Scottish Transitions Forum is working with partners to develop the methodology to map this information.

With support from the Scottish Government National Strategy for Self-directed Support Innovation Fund (Building the capacity of Providers and Workforce development, 2015 – 18), the Scottish Transitions Forum helps to support and facilitate local transitions forums and networks across Scotland. Using the Principles of Good Transitions as a framework, approaches are adapted to meet the needs and circumstances in each local area. Our learning from this work will be shared to encourage and inform more co-ordinated approaches in other areas.

The report, 'From the Pond to the Sea'²³ echoes the Children and Young People's Health Outcomes Forum, stating:

'Poor transition can lead to frankly disastrous health outcomes for both physical and mental health ... at its worst, poor transition leads to drop-out from medical care for those with a long-term condition, and deterioration in those with disabilities – both leading to unnecessary, costly and often distressing hospital admissions.'

'From the Pond to the Sea' - Care Quality Commission Report, p12

We know that investment in the short term helps to improve the life chances for children²⁴, young people and families at risk²⁵, however, more work is needed to demonstrate the longer-term benefits of investment made in transition services.



Learning and development opportunities should include an understanding of all aspects of transitions

Everyone connected with supporting transitions should have access to innovative and aspirational learning as part of their initial training and continuing professional development²⁶. In order to help co-ordinate support across all services, this training should include an overview of the broad legislative and policy framework that impacts on transitions²⁷.

Best practice

Learning should include an understanding of the importance of a holistic approach to transitions. For example, how a young person manages their health care needs²⁸ can impact on transitions greatly²⁹. The Ready, Steady Go Health Transitions guidance initiative³⁰ is a useful set of guidelines, with key questions and literature exploring and building on self-efficacy to help young people manage their own health-care needs.

The Scottish Transitions Forum provides a peer-support network for practitioners³¹ across a range of professional disciplines that helps to improve understanding and share learning. We have developed training called 'Autism & Transitions: Understanding Your Role' that, is being trialled in nine local authority areas in partnership with the Autism Network Scotland. This has been delivered to professionals from all relevant sectors and parents and carers. The training includes the Principles of Good Transitions, associated legislation and rights and how they relate to young autistic people.

The importance of transition education for student nurses

'Health and social care delivery for children and young people does not stop when they reach 16. It transfers to the adult care sector with new people, new philosophies and new services. This is a minefield of new information and a maze to search through. For young people with any sort of additional support needs, be they complex or exceptional health needs or additional support for learning needs, this maze becomes ever more complicated as each young person and their family strives to find people, services and information which will meet their individual situations. To enable the voices of young people and their families to be heard and understood, there needs to be a comprehensive baseline educational package made available for student nurses to help them understand what makes a good or bad transition for young people. This package should include the Principles of Good Transitions and should be supported by a placement learning experience which brings the principles to life.'

Lecturer in child health, Edinburgh Napier University

'Learning about the Principles of Good Transitions and ways of working in theory is important. But it makes even more sense if we can see them in practice and hear how it is for young people. Seeing the work and time which goes into transition and the importance of person-centred care, involving the young person and their family, makes us appreciate how complex this process is and how important it is to get it right.'

Student child health nurse, Edinburgh Napier University

Transitions should be evaluated

Evaluation helps to ensure that professional duties are being met, areas of best practice and unmet need are being captured, young people's outcomes are being achieved and informs on-going improvement.

Evaluating transitions in Fife

A wide range of organisations and groups provide support for young people to make the transition into adulthood in Fife. These include the health and social care partnership, education and children's services and voluntary and independent organisations. To guide their work and ensure a consistent standard of service is provided, a Charter for Transition and a 'Moving On' website were produced in 2012. The Charter sets out four clear standards of care and support which young people and families can expect during transition. A copy of the charter can be downloaded from the Moving On website at:
www.fifedirect.org.uk/movingon

Since the introduction of the Charter, new legislation has been developed and adult and children social work services in Fife have integrated into partnership arrangements with health and education. The Fife health and social care partnership, education and children's services are now ready to review the effectiveness of the tools they use to support transition. The review will include consultation with young people, families and practitioners involved in transitions. It will highlight examples of good practice, identify potential areas for improvement and deliver recommendations for updating the available transitions resources in line with recent legislation changes. The Scottish Transitions Forum

References

- ¹ Scottish Government Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament 2013 (2014) p.41 <http://www.scotland.gov.uk/Resource/0044/00448013.pdf>
- ² Scottish Government Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament 2013 (2014) p.41 <http://www.scotland.gov.uk/Resource/0044/00448013.pdf>
- ³ L Fiorentino, D Datta, S Gentle, D M B Hall, V Harpin, D Phillips, A Walker (1998) Transition from school to adult life for physically disabled young people. *Arch Dis Child* 1998; 79:4 306-311 doi:10.1136/adc.79.4.306
- ⁴ Carter, E., Brock, M. and Trainor, A. (2014) Transition Assessment and planning for Youth with Severe Intellectual and Developmental Disabilities. *J. Spec. Educ.* February. Vol 47. No. 4 pp 245-255
- ⁵ Scottish Government (2012) The Doran Review. HMSO. Edinburgh
- ⁶ Rous (2012) Transitions Services for young Children with Disabilities Research and Future Directions. *Topics in Early Childhood Special Education*. SAGE
- ⁷ Naylor, M (2009) Transitional Care: Moving patients from one care setting to another. *Am J Nurs*. PMC
- ⁸ Care Quality Commission (2014) From the pond into the sea: Children's transitions to adult services. Care Quality Commission. UK
- ⁹ Charlotte Moore Hepburn, Eyal Cohen, Jasmin Bhawra, Natalie Weiser, Robin Z Hayeems, Astrid Guttmann (2015) Health system strategies supporting transition to adult care. *Arch Dis Child* archdischild-2014-307320 Published Online First: 16 February 2015 doi:10.1136/archdischild-2014-307320
- ¹⁰ RCN (2013) Adolescent transitional care. RCN guidance for Nursing Staff. Royal College of Nursing
- ¹¹ Knight, T (2015) A prospective longitudinal study of the transition to secondary school showing risk and protective factors. And Rice, F. (2010) Identifying factors that predict successful and difficult transitions to secondary school. And Naylor, n. (2008) Transitional Care: Moving patients from one care setting to another

- ¹² See the work in Highland Council for a current working example
- ¹³ Kendell (2012) The joint person centred transitions project
- ¹⁴ RCPE (2008) Think Transitions. Royal College of Physicians. Edinburgh
- ¹⁵ Mukherjee S, Beresford B, Sloper P. (1999). Implementing key worker services: a case study of promoting evidence-based practice. York: Joseph Rowntree Foundation; and AW, Kohrman C, Wolman C et al. (1998) Families' recommendations for improving services with chronic conditions. Arch Pediatr Adolesc Med; 152:440–8.) and NHS Scotland (2011) Transition make it Happen: Conference report And La Greca, A.M., Bearman, K.J., Moore, H. (2002) Peer relations of youth with paediatric conditions and health risks: Promoting social support and healthy lifestyles. J dev Behav. Paediatric. and White, P. (1997) Essential Components of Programs for transition into adulthood.
- ¹⁶ NICE (2016) Transition from children to adults' services for young people using health or social care services. NICE guideline [NG43]
- ¹⁷ (Available from www.NICE.org)
- ¹⁸ Charlotte Moore Hepburn, Eyal Cohen, Jasmin Bhawra, Natalie Weiser, Robin Z Hayeems, Astrid Guttmann (2015) Health system strategies supporting transition to adult care. Arch Dis Child archdischild-2014-307320 Published Online First: 16 February 2015 doi:10.1136/archdischild-2014-307320
- ¹⁹ M Doug, Y Adi, J Williams, M Paul, D Kelly, R Petchey, Y H Carter (2009) Transition to adult services for children and young people with palliative care needs: a systematic review. Arch Dis Child 2011; 96:1 78-84 Published Online First: 30 November 2009 doi:10.1136/adc.2009.163931
- ²⁰ These forums may also help to fulfil some of the duties laid out in the Community Empowerment (Scotland) Act 2015 and its associated individual Local Outcomes Improvement Plans (LOIPs).
- ²¹ Cabinet Office (2005) Improving the life chances for disabled people. Prime Minister's strategy unit. London
- ²² Health and Social Care Transitions Alliance Project (not yet published)

- ²³ Care Quality Commission (2014) From the pond to the sea: Children's transition to adult health services
- ²⁴ Beskine, D. And Own, P. (2008) Review of transitional Care for young people with diabetes. Journal of Diabetes Nursing Vol 12 No 1
- ²³ Care Quality Commission (2014) From the pond to the sea: Children's transition to adult health services
- ²⁴ Beskine, D. And Own, P. (2008) Review of transitional Care for young people with diabetes. Journal of Diabetes Nursing Vol 12 No 1
- ²⁵ Naylor, M.D., Aiken, L.H., Kurtzman, E.T., Olds, D. and Hirschman, K. (2011) The importance of Transitional Care in Achieving
- ²⁶ Fletcher (2012) Effective transitions from school to work: the role of FE colleges. 157G-104
- ²⁷ Schostak, J., Davis, M., Hanson, J., Schostak, J., Brown, T., Driscoll, P., Starke, I. and Jenkins, N. (2010) Effectiveness of Continuous Professional Development. Academy of Medical Royal Colleges
- ²⁸ RCPE. (2008) Think Transition developing the essential link between paediatric and adult care. RCPE
- ²⁹ The example of the work being undertaken by the variety of National Clinical Managed Networks across Scotland such as CEN, SPAIIN, etc. have shown this to be consistently the case
- ³⁰ This initiative can be accessed via the University Hospital of Southampton's website <http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx>
- ³¹ Jacquet, S. (2015) Where Next? Evaluation of the Scottish Transitions Forum Jacquet Consultancy



Scottish Government
Riaghaltas na h-Alba
gov.scot



Principle 3:

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

Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 Support should be co-ordinated across all services
- 3 **Planning should start early and continue up to age 25**
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 A continued focus on transitions across Scotland.

Principle 3

Planning should start early and continue up to age 25

This means:

- Planning should be available from age 14 and be proportionate to need
- Children's plans and assessments should be adopted by adult services
- Transitions planning and support should continue to age 25.

Planning should be available from age 14 and be proportionate to need

The Early Years framework¹ and its supporting evidence² demonstrate that early intervention has a profound effect on future life opportunities. Similarly, early intervention in transitions is also promoted in the NICE Transitions guidelines (NG.1.2)³. This approach also supports the United Nations Charter for the Rights of the Child articles 2,3,12 and 28.

Care planning into adulthood should provide reassurance to children and young people that plans and systems are in place to avoid rushed or abrupt transitions. The guidance and principles in *Staying Put Scotland* (2013) should be adopted. For example, if young people are eligible or expected to be eligible for continuing care (under Part 11 of the Children and Young People (Scotland) Act 2014), this should be explicitly addressed as early as possible in care plans, with clarity about how this will be supported.

Evidence suggests that transitions planning in some local authority areas starts too late⁴. Many carers and professionals report this as being a significant contributing factor to unsatisfactory and ineffective transitions⁵.

Best practice

It is best practice to start transition planning early. This can include interventions such as:

- Identifying relevant partners for joined-up planning
- Managing the expectations of adult health and social care services
- Considering person-centred planning opportunities
- Explaining outcome-led assessments
- Focusing on specific health problems and self-management
- Exploring employment and training needs and opportunities
- Providing information about benefit changes
- Discussing what choices and resources are available as the transition process continues.

Young people, parents, carers, and professionals need to be made aware at an early stage of what supports are available. Social work should provide an indicative budget for young people who meet eligibility criteria no later than one year before they are due to leave school⁶.

The experience of many young people leaving care is that early planning leads to an expectation that their transition is imminent, which inadvertently causes anxiety. It should be made clear in the early stages that early planning does not mean an early leaving date. There should be clarity about what the early planning process involves for all professionals, parents, carers and young people. This is especially important in terms of how it relates to Through Care and After Care and the continuing care element of the Children and Young People (Scotland) Act 2014⁷.

It should be expected that the outcomes that young people wish to achieve will change over the transitions period. Plans begun at an early date should therefore be regularly reviewed and updated by those involved in the planning process, their carers and their support team. This is detailed in the Child Plan and outlined in the Children and Young People (Scotland) Act 2014 and the transitions duties for all children and young people with additional support needs as found in sections 12 and 13 of the Education (Additional Support for Learning) (Scotland) Act 2014.

The establishment of local transitions forums or co-ordinators (see Principle 2) should improve the capacity of local authorities to begin planning in a timely manner.

Early planning for children with exceptional health care needs

Sheila's son has complex health-care needs. She decided to take control and manage transition for her son herself.

We started transition when our son was in school aged 15. We had 3 meetings for different purposes. I found it daunting so I set up one large meeting so everything is interlinked. We met every 4 months at different places. I had help from a lovely community nurse at sick kids. We worked together as a team and she helped to co-ordinate things. She came to the house and spoke to us and she facilitated the meetings. We had 6 meetings in total over 2 years.

It is important to plan what you want to discuss, break it into doable short term and long term aims. The social worker asked us what we wanted for our son. I said go to college, university and a day service where he doesn't sit around and watch TV. Services need to catch up. Don't give up. Don't be scared. You could have a good service. A good transition is doable but I might not see everything in my lifetime.

"Will anyone listen to us?", p15, CEN; Talking Mats

Children's plans and assessments should be adopted by adult services

Many Scottish Transitions Forum members believe that the Child's Plan and assessments should be adopted by adult services. The Getting it Right for Every Child (GIRFEC) framework, which forms the basis of the Child's Plan, currently has no equivalent in adult services. Outcome-based assessment tools used by adult health and social care partnerships may be different from those used in children's services, especially when moving from a family-based assessment in children's services to a focus on the individual adult.

If GIRFEC principles were applied to adult services it would help to provide a basis for early indicative budgets⁸ and prevent duplication of assessments. In addition, parents, carers and young people may already be familiar with the assessment procedure from childhood. Work is underway to examine to what extent the adoption of the GIRFEC principles in adult services would help create a smoother transitions pathway⁹.



Transition planning and support should continue to age 25

Post-16 transitions are often treated as a leaving-school event rather than an on-going process lasting several years¹⁰. This means that subsequent transitions, for example, leaving further education are often unsupported¹¹. Many young people and their parents and carers tell us they find these later transitions particularly challenging and are often unsure where to turn to for support.

Children and young people have a right to education (UNCRC article 28 and Section 1 of the Standards in Scotland's Schools etc. Act 2000) and further education plays an important role in supporting many young people's personal and career development¹². However, research has found there is an impact when funding changes for people with additional support needs in schools and colleges¹³. The Extended Learner Support

funds, which the Scottish Funding Council consulted on widely, has now been renamed the Access and Inclusion funds. These are allocated to colleges for the purposes of enhancing their inclusive practices and meeting the needs of students. This fund should help to provide more personalised support for young people with additional support needs as they move into further and higher education¹⁴.

Some young people with additional support needs, particularly those with learning disabilities, may be referred to post school college courses in order to maintain the level of provision of the universal services they had when they were children. This could be as a result of a reduction in services across health and social care and social work services¹⁵ and perceived lack of other suitable options¹⁶.

Where young people choose to attend further education, it is important that they receive the support they need while in college and to make the transition successfully once they complete their course, or choose to leave¹⁷. This transition falls outside the supportive legislation provided by GIRFEC and Additional Support for Learning, however for many young people and their families this is a more critical transition point than when they leave school. All the Principles of Good Transitions should continue to apply and transitions pathways should include support for post-further education transitions, even though the underpinning legislation may be different.

The continued support could range from low-level interventions such as providing details of a national helpline, to intensive one-to-one support. Local area co-ordinators and third-sector organisations can often provide this type of support¹⁸.



Kilmarnock Railway Heritage Trust - the right support at the right time

In early September 2015 I found a placement through East Ayrshire Employability, at the Storm in a Teacup teashop with the support of my advisers, Ashley and Angie. I started my placement three mornings a week. I was trained in the use of the coffee machine and I had regular refresher training to make sure that I was keeping up to date with all the new coffee trends. I also did a little bit of cleaning and brushed up on my customer service skills. I had regular meetings throughout this time with Ashley and Angie. I was then given a six-month full-time contract. I was scared as this was all new, but through the support of my family and friends and work colleagues I knew that I would be able to step up to the challenge and complete it with every success.

As I was full-time, I was given more jobs and opportunities such as mentoring new volunteers on how to use the coffee machine and giving them the support I received when I first started. Eventually I was asked to look after a team by myself one Saturday. I was proud and honoured, but at the same time I was nervous at the start as it was a new challenge but I had a unique team to support me. After my bosses saw how I was coping with the new challenges I was then given the new task of opening up the shop in the morning and making sure that everything was ready for the day ahead.

I am now going to be the volunteering ambassador for the railway station. I will look at this as a new experience with the objective of gaining a high level of interpersonal skills. I will mentor and share my experiences at meetings with new volunteers and keeping in contact with the running of the Trust.

Just before Christmas 2015 I was diagnosed with Asperger Syndrome, this was a relief to me as I was 27 years undiagnosed. I was a bit angry as well as it had taken so long and me and my family had been denied the proper support, but we are now getting it at the Kilmarnock Railway Station, through trained staff. But as my contract will be ending soon I am slightly worried, as I won't have the support network that I have been receiving since December. I find that this is a safe place to be myself with my autism.

References

- ¹ Scottish Government (2008) Early Years Framework – Evidence Briefing
Edinburgh
- ² Burns, H (2011) Kilbrandon’s Vision Healthier Loves: Better Futures. Scottish
Government
- ³ There are no equivalent SIGN guidelines and per HIS they will not be
developing one currently
- ⁴ Jaquet, S. (2015) Evaluation of the Scottish Transitions Forum
- ⁵ Autism Network Scotland and Scottish Transitions Forum (2015) Digging
Deeper: Exploring Transitions Digging Deeper Road Show Report.
Strathclyde University
- ⁶ Self-directed Support guidance and Additional Support for Learning codes of
practice - Under the “best practice” heading, this is justified. The Act does not
require an indicative budget, but it does require consideration of “any provision
which [social work are] likely to make for the child or young person on ceasing
to receive school education,” – indicative budget in terms of Self Directed
Support would clearly help with that. The 12-month deadline applies to this
consideration as well
- ⁷ Celcis. Through care and Aftercare whole systems process. www.celcis.org
- ⁸ As set out in the Self-directed Support (Scotland) Act 2013 Guidance.
- ⁹ Health and Social Care Transitions Alliance Project (to be published)
- ¹⁰ NOP (2003) A survey of the views and experiences of young disabled people in
Great Britain, conducted by NOP on behalf of the Disability Rights Commission,
DRC: London; and Morris (1999) Hurling into a Void JRF: York; and
Heslop, P et al. (2002) Bridging the Divide at Transition: What happens for
young people with learning difficulties and their families? BILD: Glasgow

- ¹¹ 157 Group (2012) Effective Transitions from School to Work. A 157 Group Policy Paper
- ¹² Scottish Government (2011) Keys to life. HMSO. Edinburgh
- ¹³ EIS (2014) EIS highlights Scale of College ASN Cuts. EIS. Accessed
- ¹⁴ http://www.sfc.ac.uk/nmsruntime/saveasdialog.aspx?filename=sss2016_extended_learning_support.pptx
- ¹⁵ Stalker, K, & Moscardini, L (2012) A critical review and analysis of current research and policy relating to disabled young people in Scotland. A report to Scotland's Commissioner for Children and Young People
- ¹⁶ Chin, D. & Levitan, T. (2016) Equity in Social Care for People with Intellectual Disabilities? A Cross-Sectional Study Examining the Distribution of social care funding across local Authorities in England. Journal of Health and Social Care
- ¹⁷ 157 Group (2012) Effective Transitions from School to Work. A 157 Group Policy Paper
- ¹⁸ SCLD (2013) Local Area Coordination (LAC) use and availability in 2013



Scottish Government
Riaghaltas na h-Alba
gov.scot

Principle 4:

**All young people should
get the support they need**



Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 Support should be co-ordinated across all services
- 3 Planning should start early and continue up to age 25
- 4 **All young people should get the support they need**
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 A continued focus on transitions across Scotland.

Principle 4

All young people should get the support they need

This means:

- Eligibility criteria should be applied equitably across Scotland
- Support should be available for those who do not meet eligibility criteria
- An improved understanding of the number of young people who require support and levels of unmet need
- Planning and decision-making for services should be done in partnership with young people and their carers

Eligibility criteria should be applied equitably across Scotland

The level of funding available for health and social care services is reducing as austerity measures are implemented¹. This has impacted on the eligibility criteria set by local authorities to determine who can receive funded support within adult services². The Contact a Family Report³ states '34% of families with a disabled child are going without heating, 29% are going without food and 35% of families have taken out a loan for the basic needs.' In many authority areas funded support is provided only if individuals meet criteria such as 'substantial' or 'critical' level of need. In some areas funds are limited to critical need only and eligibility is focused on preventing crisis⁴.

Young people have the right to access proper housing, food, clothing and financial help to take part (UNCRC articles 18, 26 and 27). In response to this the Scottish Government have implemented measures to help move away from the application of eligibility criteria in children's services. Early intervention philosophy is embedded in the Early Year's Framework and in the increasing focus on wellbeing. Undertaking these approaches should improve access to preventative approaches supported by Self-directed Support. However, a system of eligibility criteria still exists in children's services as we move to implementation.

Investment made in the early years may be lost as children move into adult life⁵. As children, they may have received substantial packages from social work and specialist health provision in addition to universal services such as education. This support may reduce considerably and abruptly when they become an adult as fewer resources are available to fund further education and adult health and social care. This is particularly the case for people who do not meet eligibility criteria for funded adult health and social care services, for example young autistic people.

'Significant cuts in respite and uncertainty about suitable respite availability when young people become young adults leave many families confused, unheard and deeply fearful about coping as a family in the longer term.'

Edinburgh University, Health and Social Care Transitions Alliance study⁶

Many Scottish Transitions Forum members tell us they are concerned about inequities and inconsistencies in the application of eligibility criteria across and between local authorities⁷ and from child to adult services. Where eligibility criteria are in place, they should be implemented consistently and fairly, and the reasons for decisions should be clearly communicated to allow realistic and early planning to take place.

Members tell us that a young adult's access to services is often based on assessments that describe the 'worst-case scenario'. This can paint an incomplete picture of the young adult's life and those who care

for them. However, due to funding cuts professionals are aware that often only the most negative of situations are eligible for support when young people move to adult services. This deficit model presents young adults as consumers of services, rather than contributors to society and is a barrier to them achieving their potential. Outcome based approaches through Self-directed Support and the focus on the wellbeing of children and young people seek to remedy this situation.

Support should be available for those who do not meet eligibility criteria

Without some support, even a little, many young people with additional support needs may fail to achieve their potential⁸. Many young people will benefit from extra help to consider options, including those outwith those usually provided by health and social care partnerships.

Supporting young people to identify their personal outcomes leads to increased choice and control over their lives. The Social Care (Self-directed Support) (Scotland) Act 2013⁹ and other agendas, such as the Scottish Strategy for Autism¹⁰, Keys to Life¹¹, Personalisation¹², Reshaping Care¹³ and the Scottish Transitions Forum evaluation report “Where Next?”¹⁴ have found that there is value in pursuing alternative supports to traditional services. Offering support to enable people to be more connected in their local communities helps to enhance both individual and community health and wellbeing. Other measures include helping families to plan activities together and explore pooled budgets.

The Curriculum for Excellence should be used to develop a young person's skills to become independent, such as learning to use public transport and understanding rights and responsibilities. Community learning or further education could help to continue the development of these skills after they have left school. Examples of how education about transitions can be incorporated into the curriculum are demonstrated by the work of Playback Plc.¹⁵ and LEAD Scotland¹⁶.

In the absence of funded support from health and social care, parents or carers often have to support the young person themselves. For some, this means having to leave their employment once services provided by education, further education and children's services have come to an end. The additional strain this puts on families can lead to crisis. Aside from the impact this can have on health and wellbeing, the absence of support through an established transitions pathway may cost more in the longer term¹⁷.

Young people with additional support needs, in particular disabilities, at the ages of 16 and 26 are less satisfied with their lives and report lower wellbeing than non-disabled people of the same age¹⁸. Many feel that they are not granted a right to be part of the community, and to have choices¹⁹.

'Despite Government policy that Skills Development Scotland should raise young people's expectations and aspirations, especially for those needing additional support, negative assumptions may be made about some young people's potential, with employment options seldom considered'²⁰.

Dr Kirsten Stalker, 'It all comes down to money', p36 -37

Many young people who do not meet adult service eligibility criteria may be able to access supported employment services. There are a range of services provided by voluntary sector organisations to help to find and sustain employment opportunities, for example: Real Jobs²¹, PAMIS - Future Choices²², Project SEARCH²³, SHARE Scotland and Cornerstones Moving on Transitions Project²⁴. However, only a minority of people with learning disabilities have a paid job, and where people are employed they often work for less than sixteen hours per week²⁵.

Skills Development Scotland²⁶ and Opportunities for All²⁷ work with young people to find employment. However, both these services come with their own eligibility criteria and ways of working, which might present barriers to access for young people with additional support needs.²⁸

Not all young people with additional support needs are eligible for support but regardless of whether they are eligible for funded services, they should still be helped to engage with their community in ways that allow them to be included and valued. Community advocacy, active citizenship and engagement projects can help people achieve this. These approaches are echoed in the Creating a Fairer Scotland: A New Future for Employability Support Consultation Response Report²⁹ and can also be found in the actions outlined in the Fairer Scotland for Disabled People plan³⁰ which include halving the employment gap for disabled people, offering the highest level of financial support to disabled Modern Apprentices and introducing a new work experience programme.

The Bigger Picture programme with the Shirlie Project

Matthew's story

I attended Nairn Academy and like all other young people I was being asked what did I want to do when I left school. All I knew that I wanted to do was to work to earn money to pay for the practical things in life, but my dream was to be a writer. I had written short stories which I rarely let people read and I had no idea if they were any good. I met my job coach Jemma from the Shirlie Project and she talked to me about my dreams and aspirations and a programme called the Bigger Picture. I didn't know what that meant, but Jemma was nice and I was happy to spend time with her. Jemma introduced me to Moniach Mhor, a creative writing

centre north of Inverness. The people were creative, knowledgeable and interested in my writing. They liked it, which was great. In the summer, I attended a residential course, which meant I could focus solely on my writing. I now am much more confident in my writing ability and am attending a sci-fi writing course at the end of the year. A few months on I write a blog and am studying for my Highers at school. I leave next summer but the future is something I am now looking forward to and I am so glad I took part in the Bigger Picture programme.

An improved understanding of the number of young people who require support and levels of unmet need

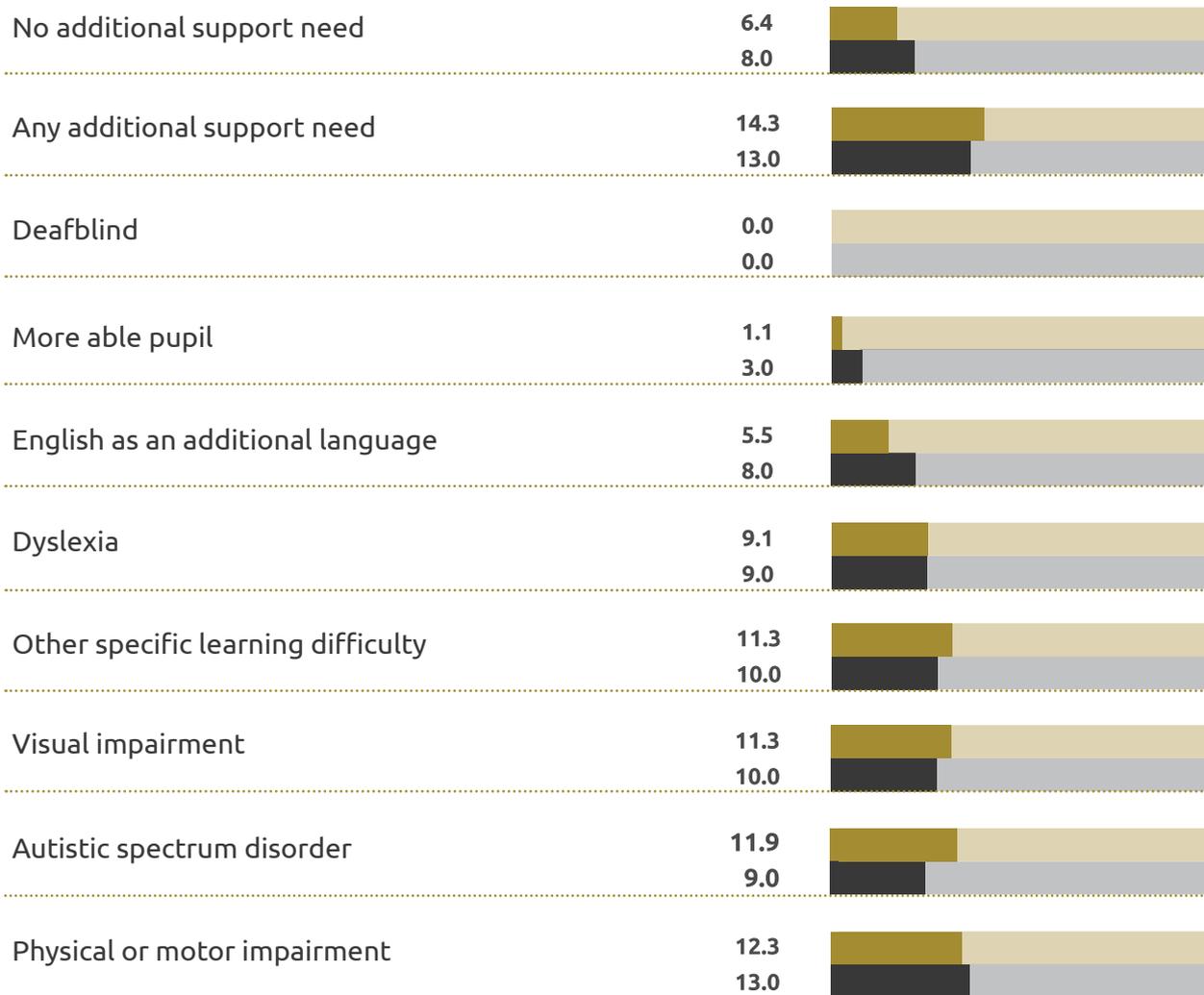
We currently do not have all the information needed to establish a clear picture of the numbers of young people with additional support needs who are receiving post school support, the outcomes they are achieving in different areas and the levels of unmet need. Increasing our understanding of this will help to inform and measure improvement and achieve sustainable change.

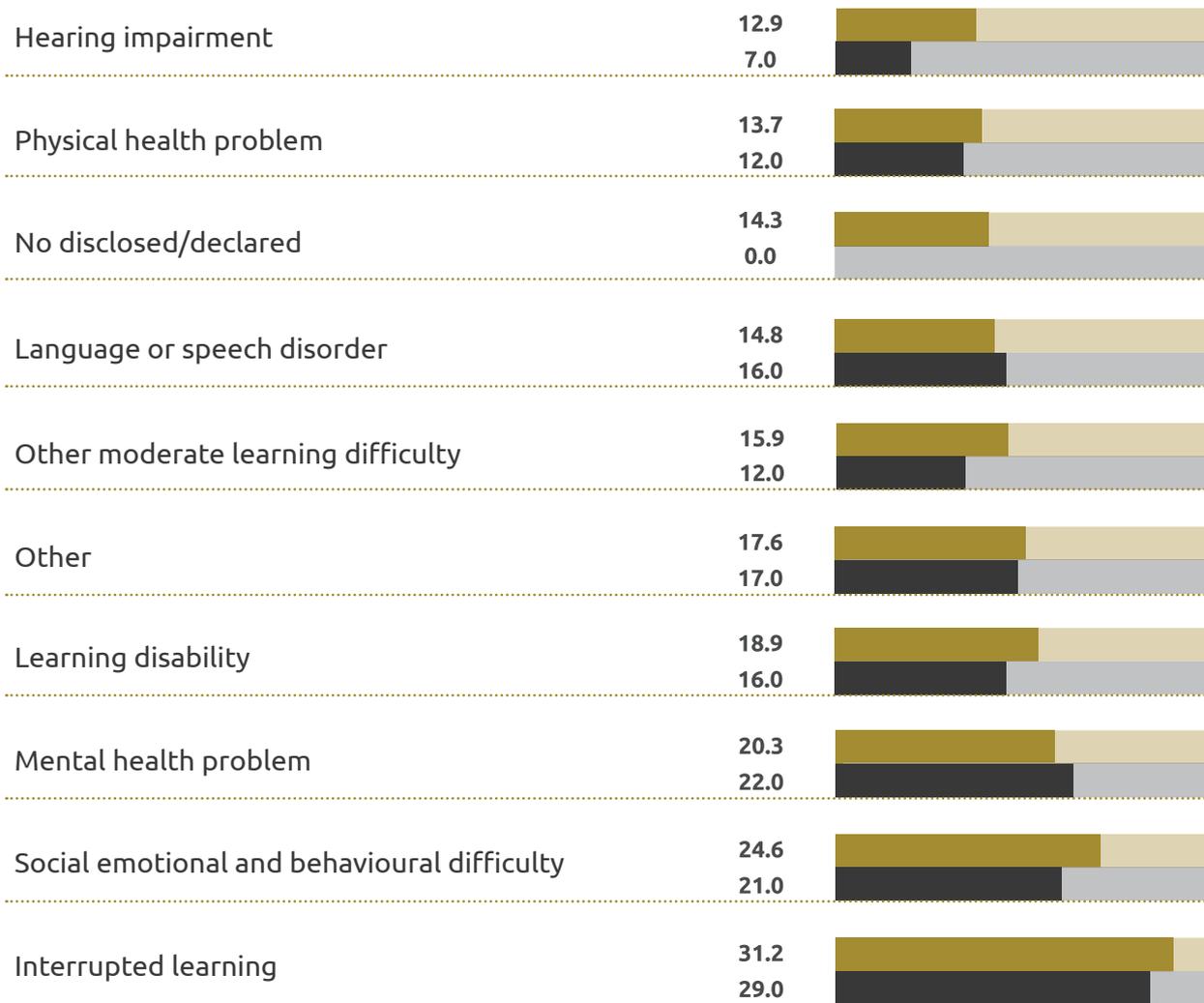
Work is currently underway to address this, including the use of post 16 tracking data by Skills Development Scotland. Other work is being carried out through the Autism Improvement programme, the Scottish Strategy for Autism, Keys to Life, Learning Disability Observatory and the exploration of support needs data in the NHS³¹.



Percent not in positive destination comparison between years 2012 – 2015

■ Percent not in positive destination 2014/15
 ■ Percent not in positive destination 2012/13





The above data has been taken from Scottish Government Attainment and Leaver Destinations Supplementary data³². We have used data from 2012/13 and 2014/15.

This shows that attainment of positive destinations has increased for all pupils by 1.6%. For children with additional support needs attainment has decreased by 1.3%. This does not demonstrate a trend but provides a comparison of positive destinations across Scotland by SEEMiS category.

Data hub

The 16+ data hub is a secure online portal which allows a range of partners, including Skills Development Scotland, to input and access a combined database of information on individuals as provided for in the Education (Additional Support for Learning) (Scotland) Act 2004 with consent from those who hold the data and other legislative requirements.

This new approach to data gathering should help explore what the young people who have left school or college have gone on to and thus help provide a better overall picture of young people with additional support needs in Scotland.

The 16+ data hub reports help partners to provide targeted support to young people, specifically those not in education, training or employment. The information includes details of all young people aged 16-24 who are:

- Receiving careers support
- Planning on leaving school
- Starting and withdrawing from college
- Receiving benefits.

The exchange of data allows reports to be extracted that are tailored to partners' specific areas. Regular uploading of data by partners ensures the reports are up to date.

The participation measure is being developed by Skills Development Scotland and will inform the Scottish Government's National Performance Indicator which is 'to increase the proportion of young people in learning, training and work.' It will support the overall ambitions of Opportunities for All and allow an assessment of the impact and support provided by partner agencies on the 16-19 age group. This will help young people access the support, learning and training they need as they move toward employment³³.

Planning and decision-making for services should be done in partnership with young people and their carers

Section 4 of the Community Empowerment (Scotland) Act 2015 and the Joint Strategic Commissioning Model³⁴ requires community planning partnerships to enable community bodies to participate in community planning. Partnerships should identify 'bodies [which] represent the interests of persons who experience inequalities of outcome that result from socio-economic disadvantage.' According to research carried out by Contact a Family³⁵ this would include disability groups. Other areas would include youth forums, carers, single-parent families, and any groups that represent people with any additional need where they are economically disadvantaged.

Best practice

Young people and their carers often feel disconnected from the planning and commissioning processes that affect them³⁶. It is good practice that they are encouraged and given the opportunity to influence and inform the commissioning processes of local authorities (UNCRC article 12 and the Public-Sector Equality Duties). Many young people and their carers will require support to develop the skills, confidence and knowledge to participate meaningfully in what are sometimes complex decision-making processes. Where these opportunities do not exist, efforts should be made to develop them. The co-production of services has a positive impact on commissioning the most needed and appropriate services³⁷.

'Age-banded' or 'age-dedicated' adolescent clinics can provide a platform to reach young people to involve them in the exploration of opportunities needed in the community and in the development of existing services to enable a real difference to be made³⁸. Initiatives such as the National Standards for Community Engagement³⁹, Community Empowerment (Scotland) Act 2015⁴⁰ and the Charter for Involvement⁴¹ provide useful frameworks to help structure and support involvement of this nature.

References

- ¹ Asenova, D., Bailey, S.j. and McCann, C. (2013) Managing the risks of Public Spending Cuts I Scotland. JRF
- ² Slasberg, C (2013) A proposed eligibility and assessment framework to support delivery of the government's vision for a new care and support system. Journal of Care Services Management. Vol 0
- ³ Contact a family (2012) Counting the costs: The financial Reality for Families with disabled children across the U.K
- ⁴ LDAS (2013) 20,000 lose out. 1:7 lose social care due to changing eligibility for support services in Scotland. Learning Disability Alliance Scotland.
- ⁵ Cabinet Office (2005) Improving the Life Chances of Disabled People. London.
- ⁶ Health and Social Care Transitions Alliance Study (to be published)
- ⁷ SCCYP (2013) It always comes down to Money: Recent changes in service provision to disabled children, young people and their families in Scotland. Strathclyde University
- ⁸ Mctier, A., MacDougall, L., McGregor, A., and Rinne, S. (2016) Mapping the Employability Landscape for People with Learning Disabilities in Scotland Cambridge Policy Consultants. Glasgow University
- ⁹ Scottish Executive (2013) the Social Care (self-directed support) guidance 2013. HMSO. Edinburgh
- ¹⁰ Scottish Government (2011) Scottish Strategy for Autism. HMSO. Edinburgh
- ¹¹ Scottish Government (2011) Keys to life: Improving quality of life for people with learning disabilities, HMSO. Edinburgh
- ¹² Scottish Government (2009) Personalisation A Shared understanding. Changing lives Service development group. HMSO. Edinburgh
- ¹³ Scottish Government (2011) Reshaping Care for older people. A programme of Change 2011- 2021.HMSO. Edinburgh
- ¹⁴ Jacquet, S. (2015) What Next? – Evaluation of the Scottish Transitions Forum. ARC Scotland

- ¹⁵ <http://playbackice.com/our-learning-resources/>
- ¹⁶ LEAD Scotland (2015) Supporting disabled learners to realise their potential Improving disabled learners' progression through learning in colleges. Edinburgh
- ¹⁷ NOCC (2009) Improved Transitions of Patient Care Yield tangible savings. RWJF (2012) Health policy Brief: Improving Care Transitions. Better coordination of patient transfers among care sites and the community could save money and improve quality of care. and Wong, F, K,Y et al (2012) Cost-effectiveness of a health-social partnership transitional program for post discharge medical patients. BMC Health services Research
- ¹⁸ Analysis excludes those with learning impairments. Burchardt, T., (unpublished paper, work in progress) Fate and fortune: outcomes for young people at age 26 according to disability status at 16. Based on data from the 1970 Cohort Study
- ¹⁹ Morris, J. (2001) 'Social exclusion and young people with high levels of support needs,' Journal of Critical Social Policy Vol 21(2) pp.161-183w:
- ²⁰ Stalker, Kirsten and Moscardini, Lio A Critical Review and Analysis of Current Research and Policy Relating to Disabled Children and Young People in Scotland: a report to Scotland's Commissioner for Children and Young People (2012) pp.36-37
- ²¹ Action Group Real Jobs Transition Service: Edinburgh and Falkirk: Evaluation Report (2013)
http://www.actiongroup.org.uk/images/RJ_TRANS_report_2013.pdf
- ²² http://www.pamis.org.uk/_page.php?id=5
- ²³ <http://www.sclد.org.uk/sclد-projects/project-search>
- ²⁴ <http://www.sharescotland.org.uk/Projects/m-o-transition-service.html>
- ²⁵ Scottish Government. The Keys to Life: Improving Quality of Life for People with Learning Disabilities (2013) p.94 <http://www.scotland.gov.uk/Resource/0042/00424389.pdf> In 2012, 3,393 adults with learning disabilities were in employment or training for employment. This is 13 per cent of all adults with learning disabilities. This represents a decrease of 16.1 per cent (653 adults) on the proportion of adults in employment or training for

- employment compared to employment figures in 2011. Scottish Consortium for Learning Disability Statistics Release: Adults with Learning Disabilities known to Scottish Local Authorities 2012 (2013) http://www.sclld.org.uk/sites/default/files/statistics_report_colour_1.pdf
- ²⁶ <https://www.skillsdevelopmentscotland.co.uk>
- ²⁷ Scottish Government (2012) Opportunities for All: Supporting all young people to participate in post-16 learning, training or work. HMSO. Edinburgh
- ²⁸ Skills Development Scotland (2014) Modern Apprenticeships Equality Impact Assessment Action Plan Update
- ²⁹ Scottish Government (2016) Creating a Fairer Scotland: A New Future for Employability Support. Consultation Response Report. HMSO. Edinburgh.
- ³⁰ The Fairer Scotland For Disabled People Plan can be found here <http://www.gov.scot/Publications/2016/12/3049>
- ³¹ More information about the SNS data system her <http://www.isdscotlandarchive.scot.nhs.uk/isd/3397.html>
- ³² Data can be found here [http://www.gov.scot/Topics/Statistics/Browse/School Education/leavedestla/follleavedestat](http://www.gov.scot/Topics/Statistics/Browse/SchoolEducation/leavedestla/follleavedestat)
- ³³ For more information, go to www.sds.co.uk/information-sharing
- ³⁴ Social Work Inspection Agency: Guide to Strategic Commissioning: Taking a closer look at strategic commissioning in social work services, p.5, para. 2.5, September 2009. [<http://www.scotland.gov.uk/Resource/Doc/284958/0086536.pdf>]
- ³⁵ Contact a family (2012) Counting the costs: The financial Reality for Families with disabled children across the U.K
- ³⁶ Combe (2002) Involving young people in local authority decision-making: An exploration of how local authorities can get young people involved in decision making. JRF
- ³⁷ <http://www.coproductionscotland.org.uk>
- ³⁸ evidence of this can be found in the teenage cancer clinics
- ³⁹ Scottish Government (2005) National Standards for Community Engagement HMSO. Scottish executive.
- ⁴⁰ Scottish Executive (2015) Community Empowerment (Scotland) Act
- ⁴¹ ARC Scotland (2015) Charter for Involvement



Scottish Government
Riaghaltas na h-Alba
gov.scot

A young boy with short brown hair, wearing a dark blue jacket over a black shirt, is sitting on a wooden bench outdoors. He is looking directly at the camera with a neutral expression. The background consists of dense green foliage and trees. The lighting is natural, suggesting an outdoor setting.

Principle 5:

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

Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1** Planning and decision making should be carried out in a person-centred way
- 2** Support should be co-ordinated across all services
- 3** Planning should start early and continue up to age 25
- 4** All young people should get the support they need
- 5** **Young people, parents and carers must have access to the information they need**
- 6** Families and carers need support
- 7** A continued focus on transitions across Scotland.

Principle 5

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

This means information should:

- Clearly state what young people are entitled to during transitions
- Show what support is available
- Be inclusive of different communication needs
- Use common and agreed language

Information should clearly state what young people are entitled to during transitions

Young people, parents and carers should have access to information stating what support they are entitled to and what they can expect during the transition process. The right to information is included in many different legislative areas¹.

Practice examples such as those detailed in the recent NHS Accessible Information Standard and its associated Quality Checkers Programme show that information should be accessible, relevant and proportionate to the individual needs of parents, carers and young people. This is in line with the Equality Act 2010 and the UNCRC article 17.

Good sources of information are already available that help overcome some of these barriers. These include Enquire², Autism Tool Box³, Moving on Transitions Workbook⁴, English as an Additional Language resources⁵, LEAD Scotland (Linking Education and Disability)⁶ and Contact a Family⁷. Young people, parents and carers should be made fully aware of the information available to them.

The information provided should include the options that are available to young people, parents and carers who may be dissatisfied with transition planning or outcome. This may include accessing the Additional Support Needs Tribunals for Scotland in relation to a failure to comply with the transitions duties in sections 12 and 13 of the Education (Additional Support for Learning) (Scotland) Act 2004, following complaints procedures relating to social care services, or the Complaints and Investigation powers with the office of the Children and Young People's Commissioner for Scotland. Information should also be available about the judicial process and signposting to good sources of legal advice, for example the Scottish Child Law Centre. Advocacy should be offered to help support this.

Right to complain

Young people and parents should know about their right to appeal via the Additional Support Needs Tribunal (found under the Education (Additional Support for Learning) Scotland Act 2004, the duties for Children and Young People's Commissioner for Scotland, as laid out in the Commissioner for Children and Young People (Scotland) Act (2003) and the right to complain in parts 4 & 5 of the Children and Young People (Scotland) Act 2014).

In addition to the existing enquiry service that provides information and advice to children, young people and their parents, the Children and Young People (Scotland) Act 2014 now extends the powers of the Children and Young People's Commissioner for Scotland to allow them to investigate cases affecting individual children and young people. Before this change, the Commissioner was able to investigate only groups of children. This means that children, young people and their parents are able to ask the Commissioner to decide whether or not an individual's rights have been respected. This allows recommendations to be made.

Information should show what support is available

It is best practice that young people should be able to make informed choices about the support they receive⁸.

Asset mapping has been developed in some local authority areas to increase young people's awareness of the options available⁹. This is being developed in partnership with support agencies, local and national government and other statutory services to ensure all options are included.

Another approach to information provision is the 'Leaving School or College in Fife' leaflet developed by a partnership between ten voluntary and independent social care provider organisations. It outlines the range of support they provide to help young people and their parents and carers make a more informed choice about the organisations that may be best for them.

Menu of Interventions – Mapping Assets

The Menu of Interventions was produced as part of the Scottish Strategy for Autism. It sets out a series of 14 challenges that an autistic person may face and details what supports or interventions could be put in place to address them.

Autism Network Scotland has held asset mapping events attended by autistic people, parents, carers and practitioners from a range of backgrounds. Delegates were asked to take the 14 challenges and map out what was available locally from health, education, social care and the third sector. Services included social groups, employment support, speech and language therapy, local diagnostic pathways and information about local family supports.

Innovative forms of support were also considered, for example a local hairdresser who had a good understanding of autism, a shoe shop that offered 1:1 appointments for autistic customers and a dentist who would let patients take photos of the staff and building before their appointment. There were also autism-friendly sports clubs, cinema screenings and much more.

The information was collated and uploaded on to the Autism Network Scotland website in the form of an asset map which can be used by anyone.

Local transitions fairs are held in some areas to provide information about the range of services available. Examples include the transitions fair in Midlothian and 'Young Scots Got Talent' organised by Values into Action Scotland. Many local organisations, particularly in the third sector, are keen to be involved in delivering these events and have the capacity to improve the information available to young people and their families.

Given the importance of adopting joined up and person-centred approaches to supporting transitions, advocacy and information providers should consider broadening their scope to cover all matters that may affect people in transitions, rather than addressing specific areas of need.

Craig's mum's story

When my son Craig, who had profound and multiple learning disabilities and complex health care needs, reached the start of transition into adult services at aged 16, I looked at the life I wished for him after school, and which I believed he wanted. My husband and I were granted Welfare and Financial Guardianship so that we could legally make decisions on our son's behalf.

At the time Craig received Direct Payments and funding from the Independent Living Fund (ILF). I wanted him to have the opportunity to continue his personal development and also knew his school had a very good relationship with the local college. We discussed this option and the school staff supported our application for Craig to attend. Following a visit by Craig and I, he was enrolled and attended a drama class. He went on to participate in a part time course in cooking, drama and communication and disability sport, which meant he attended college for one and a half days per week.

We were considering other opportunities for Craig and I looked at local day centre opportunities, but sadly, at that time, he could not attend the one nearest our home as it was within a different local authority area. We chose our next option and Craig began a 3 day placement. However, the day centre staff were unable to provide the necessary one to one support, and so carers from an external agency were employed to provide this care. The agency was unable to provide one regular carer, so Craig received his personal care support from a number of different carers. He quickly became distressed with this arrangement. Following negotiation with the head of learning disability service, I managed to use a Direct Payment to employ Craig's lead carer to provide this care. This worked brilliantly for Craig.

Craig had received respite for one weekend every six weeks. However, when he turned 16, he was too old to access the service. We had to discuss what type of respite he would most enjoy. A respite centre had been identified and was available but I knew that Craig would not enjoy his time there. We met with Craig's care manager and through further negotiation agreed that a portion of his ILF and Direct Payment money could be used to pay for 2 stays of 5 days a year at an outdoor centre. This was a fantastic way for Craig to spend his respite time and was more fitting for a teenage boy. We were also able to arrange that his support at weekends would be provided by his home care staff so that he could access the things he enjoyed in the community. This included activities such as visits to the cinema, and classic car shows. We as parents also benefited from this arrangement, as we knew Craig was happy and well cared for, so it was a break for all of us. Every few months, Dave and I managed a weekend away while his carers looked after Craig in his own home. We were lucky to have a team that we trusted in every way.

Craig became more fragile and eventually fell seriously ill, requiring palliative care. His well-trained care team supported him in the hospital and then in our home 24 hours a day. Having this level of support enabled him, when able, to enjoy every day even when he could no longer attend his Day Centre. We were also able to renegotiate the day centre funding to be transferred into his Direct Payment package so that his lead carer could provide Craig support in our home. This holistically caring arrangement continued until he passed away in 2008 in his own home, with family and carers with him.

Information should be inclusive of different communication needs

It is a requirement to provide information in ways that are inclusive of the different communication needs of young people, parents and carers. This may include British Sign Language¹⁰, alternative audio and video formats, assistive technologies, board maker, easy read and Talking Mats. This approach is fundamental when working with the deaf, deafblind and blind communities or others with communication support needs.



Deaf Action: Why communication is important in transitions

Being deaf¹¹ puts extra pressure on children and young people in transition, especially when it is an unplanned move. In this situation, sourcing support for the communication preference is vital and completing assessments with the young person so that funding can be accessed to meet their needs.

An example of such a person is Jack, who moved into supported accommodation while he was finishing school. He had a clear aim for college and was supported by school to apply for courses. The transition social worker liaised with the college to ensure communication support workers were in place. We met with his school and new support staff through reviews and highlighted the need for more support with independent travel, as he would be travelling between his new home and college. It was important to Jack that he could do this and that he would be able to meet his friends.

School staff had said that he used Sign Supported English (where signs follow the grammar of English). I noticed that he tended to adapt his communication style for the person he was talking with for instance, using speech with a hearing person who did not know British Sign Language. He was skilled at this. I was aware that while he may say he understood what was said in these conversations it was probably not the case. We talked about this and he said he couldn't understand what was said back. His preferred language was in fact British Sign Language and he had developed fluency with this language through classes at school and conversing with friends. I had to ensure that booking BSL interpreters for regular key worker meetings was written into his care plan. This was to make sure he had full access to information and have his needs listened to in return.

An essential part of managing transitions is working with other professionals and agencies to raise deaf awareness and promote the use of interpreters so that services are accessible for deaf people.

Information should use common and agreed language

Many Scottish Transition Forum members have told us that the lack of an agreed and common language is one of the most fundamental challenges to achieving a shared understanding of transitions and more joined-up approaches. It is good practice to ensure that all information is, as far as possible, free from professional jargon.

There should be clear definitions of the terms that are shared and agreed across all professional sectors¹². For example, 'transition', 'key worker', 'transitions co-ordinator', 'learning disability', 'disability', 'learning difficulty', 'outcome', 'positive destination' and 'person-centred' can have different meanings depending on the professional background of the person using them. This leads to confusion among young people, parents, carers and professionals.

References

¹ Legislation around information can be found in:

- The Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004
- Children's (Scotland) Act (1995)
- Equality Act (2010), Protection of Vulnerable Adults Act, Adults with Incapacity Act and Guardianship processes
- Social Care (Self Directed Support) (Scotland) Act (2013)
- The Human Rights Act (1998) and its Associated Articles

Policy mentioning information provision is found in:

- NHS Quality Improvement Strategy
- Better Health Better Care Health Policy
- A Fairer and Healthier Scotland
- Realistic Medicine

² <http://enquire.org.uk/good-practice/2013-transition-information>

³ <http://www.autismtoolbox.co.uk>

⁴ Play back ICE

⁵ <http://www.educationscotland.gov>
inclusionandequalitiesadditionalssupportforlearning/eal/

⁶ <http://www.lead.org.uk>

⁷ <http://www.cafamily.org.uk>

⁸ Scottish Government (2013) Social Care (Self-directed Support) (Scotland) Act

⁹ Highlife Highland

¹⁰ British Sign Language (Scotland) Act 2015

¹¹ deaf here refers too deaf BSL users, deafblind, deafened and hard of hearing people

¹² Snape, D. (2016) A-Z of transitions. Palgrave



Scottish Government
Riaghaltas na h-Alba
gov.scot

A young boy with dark, curly hair is sitting on a set of weathered stone steps. He is wearing a blue zip-up hoodie over a white t-shirt with a graphic of a mouth and the word 'adidas' partially visible. He is also wearing dark blue trousers and red Adidas sneakers with white stripes. He is looking directly at the camera with a serious expression. The background shows a stone wall with some lichen or moss.

Principle 6:

Families and carers
need support

Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 Support should be co-ordinated across all services
- 3 Planning should start early and continue up to age 25
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 **Families and carers need support**
- 7 A continued focus on transitions across Scotland.

Principle 6

Families and carers need support

This means:

- Family wellbeing needs to be supported
- Advocacy should be available at the start and throughout transitions

Family wellbeing needs to be supported

Young people's relationships with their family can be complex, particularly where parents or carers have an ongoing role in providing personal assistance and where disability related allowances or benefits are an important contribution to the household income. The needs and roles of family members and carers are also likely to change as the young person they care for grows up. Parents and carers are usually central to the continuing care of young people with additional support needs and are the people most likely to provide guidance and support during transitions.

This role may present considerable challenges. Many parents and carers feel they must fight for support and can experience 'burn out' as they deal with the many new challenges associated with transitions. Too often, parents and carers describe their experience of supporting a child through transition as like 'falling off a cliff' or a 'black hole'¹.

'Families need support. You've had five days a week "respite" [from school services being provided], and then suddenly you're faced with seven days a week all day. Normally when your kids leave home you get a "second life". We find it can be like going back to the baby or pre-school stage. It's like a backwards step.'

Transition project worker, voluntary sector, "Where Next?"
STF Evaluation (2015) p16

The Carers (Scotland) Act 2016² is due to commence in April 2018 and will extend and enhance the rights of carers. This aims to provide better and more consistent support to carers so that they can continue to care, if they so wish, in good health and to have a life alongside caring. Likewise, young carers should have a childhood like their non-carer peers. Carer's assessments will be replaced by Adult Carer Support Plans, and Young Carer Statements will be introduced to identify personal outcomes and any support needs. A carers' charter will also be developed as part of the legislation, setting out the rights of carers as provided for in or under the Carers Act. In addition, there is an expectation that young carers will be supported to transition into the adult caring role as the young carer statement is transferred to an Adult Carer Support Plan. How this process will work alongside other transitions planning processes is yet to be fully realised.



Liam's Mum's story

When things started getting more intense with Liam's care I needed help. I did have a close family and my parents to help but they did things their way, which led to arguments that didn't help with my stress levels. My social worker was aware of the situation but was limited in the options she could offer. Barnardo's home from home was mentioned but I felt finding someone I trusted with Liam and all his needs was way out of our reach! I remember saying I wanted something like an extended family that would be on Liam's and my side. Someone like a second granny or auntie, but how would this ever be available? I didn't want Liam out of my life, I wasn't ready to let him go but how could we carry on?

Then I met Jenny and Dave and it all came together! How amazing to meet a family who knew all about community services, how to access them for people like my son and could offer this and more. They could offer Liam opportunities that I was not in a position to offer. Their experience of being parents and caring for their own son Craig, and Jenny's involvement with PAMIS, meant that they were able to provide support for Liam and us as he transitioned from children to adult services. Jenny has guided us in the right direction to services such as accessing Self-directed Support, appropriate day centre provision and even College. Jenny and Dave understand Liam, can follow his communication and identify what he is saying by his body language. Their provision of respite support and latterly accepting Liam full time, once Liam and I were ready, has been a great help.

Transitioning from child services into adulthood and adult services is such a daunting time for all families who share our circumstances. However, Jenny and Dave welcomed us to become part of their family and we very much welcomed them into our family too.

Jenny and Dave's experience, knowledge and understanding gained from looking after their own son has allowed them to see and support Liam as a valuable individual young man.

People look at our situation and ask, "how did you manage to have all of this in place for your son?" Of course, without the flexibility, choice and control offered under Self-directed Support and everyone working hard to make it work we may not have such a successful story to tell. I feel Liam is a very lucky young man who has been gifted an amazing extended family and future adult life filled with opportunities. I just wish every family in my situation could be as lucky as we have been in successfully sharing their son's or daughter's caring role and the special relationship we now have with Jenny, Dave and their family. Liam and I have been blessed.

Good practice

Parents have reported that, where they exist, peer support networks are highly valued. However, networks developed while children are at school can be difficult to maintain after they leave. The ability of parents and carers to establish and maintain peer support should be considered in the development of support packages for young people.

The strategies below have been developed to help alleviate stress on families and carers during transitions:

- Encouraging positive expectations and working with doubts about community and social life post-16
- Clear communication and transparency about the transitions process at all times
- Talking about transition in positive and creative ways and as a time to celebrate moving into young adulthood
- Preparing parents and carers for the planning process by providing early information sessions from age 14. If information is timely and accurate, parents and carers will have a better chance to engage with the transitions process
- Supporting parents and carers to understand and acknowledge that those they care for have their own choices to make as they move into adulthood and support all involved to make informed choices
- Increasing the availability of peer support networks
- Offering training in stress management techniques such as relaxation exercises and meditation
- Using appropriate short break and respite services
- Supporting carers to build resilience, self-efficacy, and self-esteem
- Ensuring parents have continued access to a single point of contact
- Ensuring that parents receive information and are supported to complete carer's assessments and consider relevant legal processes such as Guardianship Orders.

More information about support for family wellbeing and other areas can be found through Contact A Family³, a charity for families of disabled children.

Advocacy should be available at the start and throughout transitions

It is best practice for advocacy to be made available to all young people in transition and their parents and carers, particularly if they have concerns about having their voices heard. It should not only be available when difficult decisions must be made. At present, references to advocacy services under the Education (Additional Support for Learning) (Scotland) Act 2004 are for parents and young person's (16+) only (section 14a as detailed in the Education (Additional Support for Learning) Codes of Practice⁴. Changes to be introduced by the Education (Scotland) Act 2016 include a national support service which will provide advocacy for children with additional support needs in relation to rights under the 2004 Act.

The offer of advocacy should be made at the start of transition, age 14, and be available to at least age 25. This is especially relevant for those who are looked after, care-experienced, and those being considered for a Guardianship Order.

References

- ¹ NOP (2003) A survey of the views and experiences of young disabled people in Great Britain, conducted by NOP on behalf of the Disability Rights Commission, DRC: London; Morris (1999) Hurling into a Void JRF: York; and Heslop, P et al. (2002) Bridging the Divide at Transition: What happens for young people with learning difficulties and their families? BILD: Glasgow
- ² http://www.legislation.gov.uk/asp/2016/9/pdfs/asp_20160009_en.pdf
- ³ <http://www.cafamily.org.uk/>
- ⁴ As detailed in the ASL Act codes of practice for those who undertake a tribunal <http://www.gov.scot/resource/doc/348208/0116022.pdf>



Scottish Government
Riaghaltas na h-Alba
gov.scot

Principle 7:

**A continued focus on
transitions across Scotland**



Principles of Good Transitions 3

Scottish Transitions Forum

2017

Principles of Good Transitions 3

Scottish Transitions Forum

2017



Compiled on behalf of Scottish Transitions
Forum Members by ARC Scotland

scott.read@arcuk.org.uk
rebecca.williams@arcuk.org.uk

www.arcuk.org.uk/scotland
www.scottishtransitions.org.uk

0131 663 4444

January 2017
© ARC Scotland 2017

Association for Real Change is a
registered charity:
Registered Charity No. 285575,
Scottish Charity No. SCO39129

Photography by Mairéad Keating
www.maireadkeating.com

Design by Bold
www.bold-marketing.co.uk

**THE BEST
TRAINERS
IN SCOTLAND**



Publication costs for Principles of Good
Transitions 3 have been paid for by
ARC Scotland Training

www.arcuk.org.uk/scotland-training



Scottish Government
Riaghaltas na h-Alba
gov.scot

The Seven Principles of Good Transitions

- 1 Planning and decision making should be carried out in a person-centred way
- 2 Support should be co-ordinated across all services
- 3 Planning should start early and continue up to age 25
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 **A continued focus on transitions across Scotland.**

Principle 7

A continued focus on transitions across Scotland

This means:

- The Scottish Transitions Forum working collectively to promote the Principles of Good Transitions and improve practice across Scotland
- A continued focus on transitions within policy and legislative developments
- Learning good practice from project-funded work and embedding this into sustainable longer-term strategies

The Scottish Transitions Forum working collectively to promote the Principles of Good Transitions and improve practice across Scotland

One of the first steps to achieving a shared approach to transitions is the development of a definition of the term 'transition' that is relevant and meaningful to all areas. The definition we offer is:

Transition is the period when young people develop from children to young adults. This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes. During this period, young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines. Transitions also impact on the family or on those who care for the child or young person.

'The challenge is the variability of approaches. There is not a consistent approach that follows an evidence-based pathway for transitions. We need to get to the point where there is a wide understanding of transition that would help us move to a consistent service. A transition in [local authority] should be no different from one in [another local authority].'

Unit General Manager, "Where Next?" STF evaluation (2015) p38

The Principles of Good Transitions 3 provides a framework that is part of the commitment of the Fairer Scotland For Disabled People¹ Delivery Plan. This framework provides an approach to transitions that can be shared by all professionals, at strategic and operational levels, linking up the legislative areas and different professional concerns².

The Scottish Transitions Forum will continue to actively engage with our members, Scottish Government, professional bodies, young people, parents and carers, and other national organisations to promote and support the implementation of the Principles of Good Transitions 3 into planning and practice as detailed in the delivery plan, and evaluate its effectiveness for improving joined-up working across Scotland.

A continued focus on transitions within policy and legislative developments

The Doran report recommended that:

‘The Scottish Government should provide leadership and where appropriate direction to local authorities and health boards and consider the adequacy of existing legislation to ensure that the transition from children to adult services for young people with complex additional support needs is properly co-ordinated, managed and delivered.’
Recommendation 11, the Doran Report³

Current developments in legislation and policy surrounding transitions offer a positive framework to improve the experience of young people. However, the Scottish Government recognises that the policy and legislation relating to transitions for those with additional support needs are complicated⁴. New initiatives sit on top of older legislation without clarity as to how these interlink. As a result, there is

widespread confusion among professionals, young people and their carers as to what young people are entitled to and who is responsible for providing it⁵. This can lead to some parents becoming ‘professionalised’ due to the amount of complex knowledge they need to navigate the systems involved. Professionals themselves are often frustrated with what appears to be bureaucratic and administrative tasks⁶, complicated processes, a lack of clear pathways and accountability.

To help address this issue, the Scottish Government has worked with the Scottish Transitions Forum to develop this publication. We will continue to engage with them to promote consideration of transitions within all relevant policy developments.

Consultation with senior staff within NHS and all 32 local authority areas carried out by the Scottish Transitions Forum in 2014/15⁷ found the introduction of the Getting It Right for Every Child (GIRFEC) approach legislated for in the Children and Young People (Scotland) Act 2014 is viewed as the most helpful initiative for improving transitions for young people with additional support needs. However, the impact of GIRFEC on transitions is yet to be fully explored and was not a central part of the GIRFEC pathfinder test areas⁸.

In some areas, Health and Social Care Joint Improvement Boards have integrated children's services into their plans under the Public Bodies (Joint Working) (Scotland) Act 2014. Other areas have only integrated the mandated adult services. More time is needed to explore opportunities and challenges of integration and its impact on transitions.

Feedback from the many professionals who have attended training and workshops delivered by the Scottish Transitions Forum over the past year indicate a high demand and interest from all professional sectors for continued provision of information and learning opportunities to improve their knowledge in this area.

'There's a growing consensus that there is an increasing need to address the gap between children's and adult services, with something specific to teenagers. We need to see young people as teenagers, and include sexual and mental health. It's not all about the "care."

Scottish Commissioner for Children and Young People.
"Where Next?" STF Evaluation (2015) p43

The Scottish Transitions Forum will continue to provide up-to-date information, training and guidance to professionals from all sectors across Scotland as the legislative, policy and practice background develops over the coming years.

Learning good practice from project-funded work and embedding this into sustainable longer-term strategies

A range of project funds are available to support transitions projects across Scotland. This includes funds provided by the Scottish Government, Big Lottery Fund Scotland and others. This has helped local authorities and universal services to collaborate with third sector organisations, young people, parents and carers. This has led to the development of successful and innovative approaches that have improved outcomes for many young people in Scotland.

It is important the support provided by successful time-limited project work is sustained in the long-term and that learning and expertise is not lost. Learning from project outcomes and the good practice developed needs to be embedded into other

strategic, operational and practitioner level processes. This should apply not only within the area in which projects operate, but also used as best practice examples for national consideration to enhance effective and equitable work in transitions.

The Principles of Good Transitions 3 provides a framework that can be used to help embed the learning and experiences of project-funded initiatives into longer-term transitions strategies that span the range of those involved in this process. The Scottish Transitions Forum is currently supporting and facilitating work of this nature in several local authority areas and we welcome involvement with others.

How to support Principles of Good Transitions 3

Many organisations and professional bodies have already endorsed the Principles of Good Transitions 3. This means they believe it provides an effective framework to improve transitions in Scotland.

If your organisation wishes to endorse the Principles of Good Transitions 3, please contact us at:

www.scottishtransitions.org.uk

We hope that those who have already endorsed it will continue to promote it to others and apply it in their work. We rely on the members of the Scottish Transitions Forum to support one another and to champion the many examples of good work in transitions that is occurring across Scotland.

With thanks to:

The young people who took part in the photography for this edition and to Falklands House School, the Thistle Foundation and RNIB for supporting their involvement.

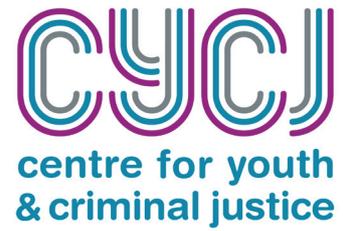
Members of the Scottish Transitions Forum for providing ideas, evidence, experience, case studies and practice examples and our 'Think Tank' members, for their guidance and inspiration.

References

- ¹ <http://www.gov.scot/Resource/0051/00510948.pdf>
- ² Jacquet (2015) Where next? – Evaluation of the Scottish Transitions forum Executive summary
- ³ The Doran Report, published in 2012, set out the strategic vision for provision for children and young people with complex additional support needs in Scotland. The report made twenty-one recommendations for the future provision for children and young people with complex additional support needs. Scottish Government. The Right Help at the Right Time in the Right Place: Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs (2012) <http://www.scotland.gov.uk/Resource/0040/00408307.pdf>
- ⁴ Scottish Government (2012) The Right Help at the Right Time in the Right Place: Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs p.30 <http://www.scotland.gov.uk/Resource/0040/00408307.pdf>
- ⁵ Stalker, Kirsten and Moscardini, Lio A (2012) Critical Review and Analysis of Current Research and Policy Relating to Disabled Children and Young People in Scotland: a report to Scotland’s Commissioner for Children and Young People p.36 http://withscotland.org/download/critical_review_and_analysis_of_research_research_and_policy_relating_to_disabled_children1-pdf-pdf
- ⁶ RNIB (2013) Vision, accessing information and accessing benefits: Technical report of findings. University of Birmingham. Birmingham
- ⁷ Jacquet, S. (2015) Where next? – Evaluation of the Scottish Transitions Forum.
- ⁸ GIRFEC (2009) Changing Professional Practice and Culture to Getting it Right for Every Child. HMSO

Endorsements

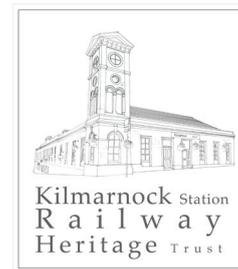




Scottish Transitions Forum 2017



Scottish Transitions Forum 2017





Scottish Transitions Forum 2017







Scottish Government
Riaghaltas na h-Alba
gov.scot