

PRINCIPLES
into
PRACTICE



Data and Evaluation



Our approach to measuring effectiveness and identifying areas for improvement is based on:

- 1** Gathering feedback from young people and their parents and carers.
- 2** Gathering feedback from the staff who support them.
- 3** Making best use of existing data sources.

Section 1

Gathering feedback from young people and their parents and carers

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1 Gathering feedback from young people and their parents and carers

Feedback from young people, parents and carers is essential to enable you to continually refine and improve what you do based on people's experiences.

To help you do this, ARC Scotland have worked with young people, parents and carers to co-produce a web-based application called 'Compass', you can access it [here](#).

This provides accessible and personalised information about their rights, entitlements, and the topics that matter most to them, while inviting them to feedback their views and experiences to ARC Scotland.

Compass is designed to enhance, not replace, existing local processes for transitions planning and support. Transitions planning meetings, individual conversations and person-centred approaches should continue in line with the duties and guidance already laid down for professionals and practitioners.

Compass is freely available to all young people who require additional support and their parents and carers in Scotland.

ARC Scotland can provide you with reports that collate and anonymise data from Compass users in your area. To do this we require that you have suitable local structures in place to receive and act on this information (see 'Getting Started'), and we have a data sharing agreement in place with your local authority.

Compass collects a large amount of information about people's views, experiences and the things that matter most to them. Reports from Compass will help inform you to what extent you are delivering the changes that are most important to young people and their parents and carers, where improvements are most needed and the impact of the changes you make.

Questions Compass asks young people include if they:

- ▲ **Feel supported to plan for their future.**
- ▲ **Have a plan in place that includes the things most important to them.**
- ▲ **Have a say in what happens in their lives.**
- ▲ **Know their options for their future.**
- ▲ **Have support to do the things most important to them.**

Compass asks parents and carers to what extent they agree with statements, including:

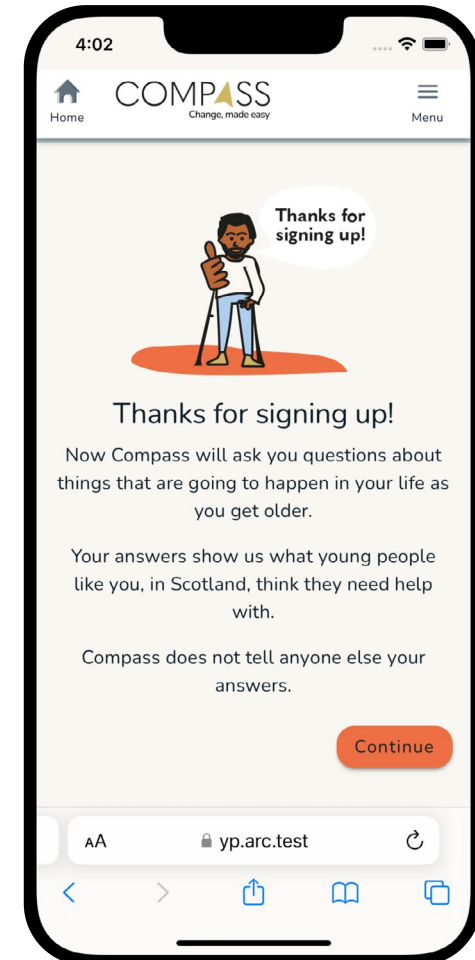
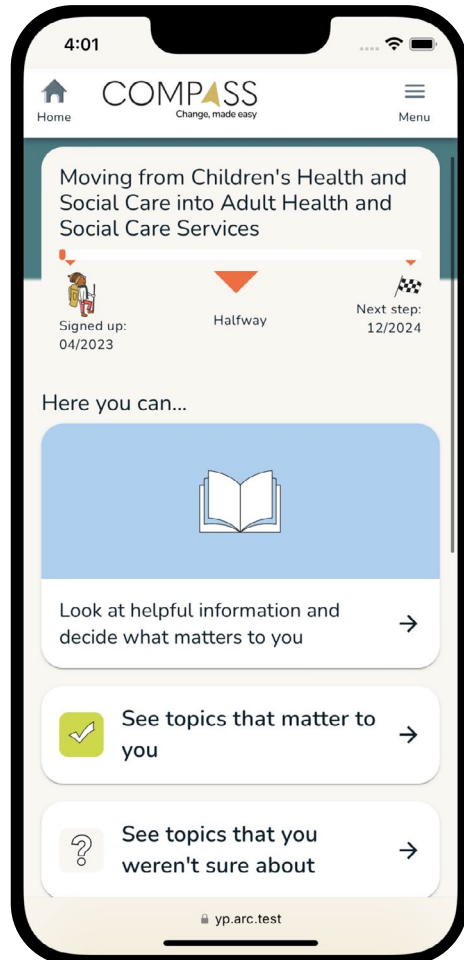
- ▲ **My young person has an agreed written plan for transition.**
- ▲ **I am satisfied with the support my young person is getting to plan for the future.**
- ▲ **I am satisfied with the support available to me as a parent or carer.**
- ▲ **I am satisfied with the support other family members are getting.**

These, and other, evaluation questions included in Compass have been chosen in consultation with young people, parents and carers.

The ‘Delivering’ section in each of the seven ‘Principles’ shows how the answers to each of these questions can be used to help evaluate your progress.

In addition to Compass, you may choose to use these questions in surveys and other consultations you conduct.

Consistently asking these questions will build a picture of the experiences of people at different stages of the transitions process and support the ongoing improvement and development of your planning and practice.



Section 2

Gathering feedback from staff

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2 Gathering feedback from staff

Gathering consistent feedback from staff across different professional sectors and over an extended period is also important to understanding and tracking how well services are implementing Principles into Practice.

To help you do this we have developed an application of Compass for professionals (“CompassPro”) that enables professionals to feedback their views and experiences.

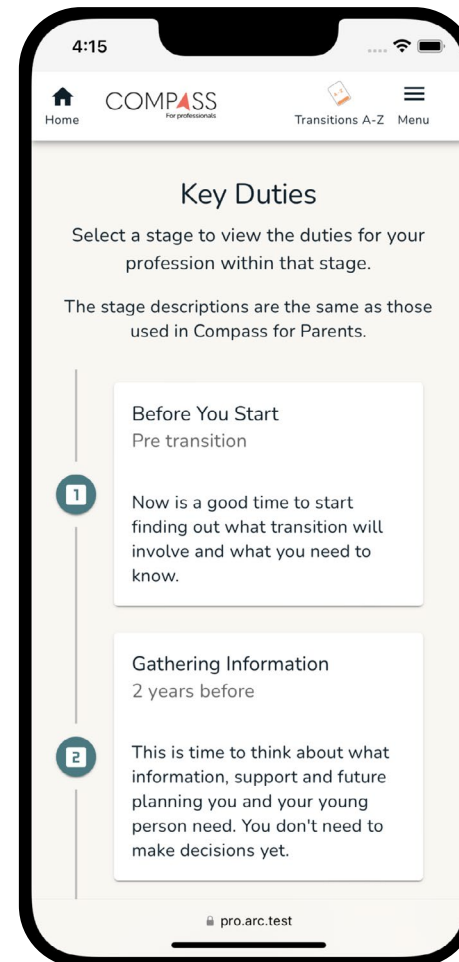
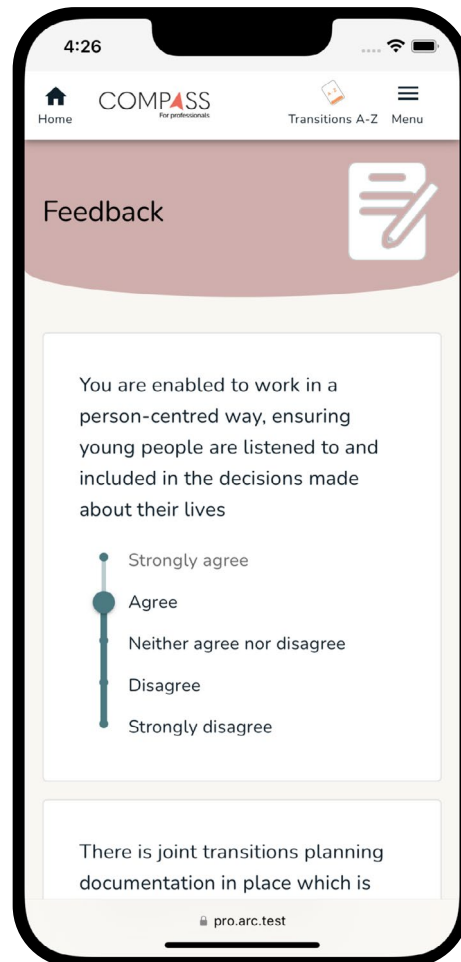
You can access it [here](#).

Compass asks professionals to what extent they agree with statements, including:

- ▲ **You are enabled to work in a person-centred way, ensuring young people are listened to and included in the decisions made about their lives.**
- ▲ **There is joint transitions planning documentation in place which is comprehensive and effective.**
- ▲ **You have good relationships and communication with other local partners involved in transitions.**
- ▲ **You clearly understand your role and responsibilities during transitions, and the roles and duties of others involved.**
- ▲ **You have undertaken transitions training and have opportunities for continuing professional development.**
- ▲ **There is an effective, joined up approach to assessment between children and adult services.**

Each of the seven 'Principles' sections in this document shows the questions we ask professionals that are most relevant to implementing that Principle.

Like the Compass applications for young people and parents and carers, ARC Scotland can provide reports that collate and anonymise data from CompassPro users in your area.



Section 3

Making best use of existing data sources

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3 Making best use of existing data sources

When beginning to implement Principles into Practice there are likely to be significant gaps between the data available and the data you need to inform improvements.

Throughout Principles into Practice, we identify the most important ‘data questions’ relevant to informing the planning and decision-making for each Principle.

These are questions that will help you to gather quantitative data, which together with the feedback data from Compass will help you understand to what extent each Principle has been put into practice in your service and across your local area, and where further work is required.

We have worked closely with local authority leads to identify the data questions most helpful to them. They are:

- **How many young people with additional support needs are due to leave school in our area in the next two years?**
- **How many young people with additional support needs who are likely to require support post school have had an assessment of their needs by children's or adult services?**
- **How many young people with additional support needs are due to leave further or higher education in our area in the next two years?**
- **How many young people with additional support needs have a written down transitions plan?**
- **What proportion of young people (who were assessed as having additional support needs while at school) are assessed as eligible for adult social care services?**
- **What is the average age that a young person (who was assessed as having additional support needs while at school) receives adult social care support?**
- **What outcomes are young people achieving?**
- **How many young people have asked for support but have not received it (e.g. do not meet eligibility or are on a waiting list)?**
- **How many requests for advocacy have we received and has advocacy been provided?**

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

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

Each of the 'Principles' sections identifies the data questions that are most relevant to its implementation.

We are continuing to work with local and national partners to establish to what extent existing data sources can help to answer these questions.

We would like to hear from you if you can help us do this.