



PRINCIPLES  
into  
PRACTICE

Principle 1

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

See 'How to use Principles into Practice' for guidance on how to use this framework



“ ”

(During my transition) I had the right people supporting me to allow me to dream flamboyantly. I want other young people to be able to be free to dream too. We are fighting for a better place for young people, because they are the future.

YOUNG PERSON

## Indicator 1a

### We ensure young people are at the centre of their transitions planning



#### Assessing

🔄 **In our organisation** we are reviewing our policies and procedures to ensure they are consistent with young people being at the centre of any decisions about their lives.



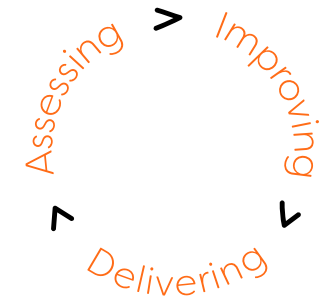
#### Improving

🔄 **In our organisation** we provide guidance and training to all staff involved in planning, commissioning and delivering services to better enable them to put our policies into practice and understand the importance of young people being at the centre of decisions about their lives.



#### Delivering

- ▲ **Young people tell us** they are being supported to plan for their future.
- ▲ **Young people tell us** they feel listened to and respected when talking about their goals and dreams.
- ▲ **Young people tell us** they have a say in what happens about their lives.
- ▲ **Parents and carers tell us** people are listening to what matters to their young person and how they want to live their life.
- ▲ **Parents and carers tell us** their understanding and knowledge of their young person and their challenges is taken seriously.



### Indicator 1b

## We have a shared understanding and commitment to person-centred approaches across all services



### Assessing

- 🔗 **Working with others** we have developed a shared understanding about what ‘person-centred’ approaches mean in relation to transitions planning and how this translates to practice.
- 🔗 **In our organisation** we are identifying training needs for professionals in relation to person-centred planning approaches.



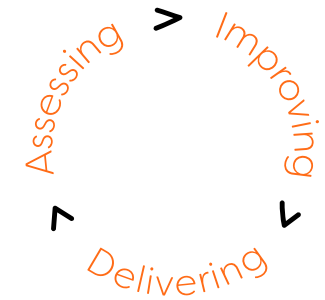
### Improving

- 🔗 **Working with others** we make person-centred planning available to all young people. This may include using different tools such as MAPS and PATHS.
- 🔗 **In our organisation** we are providing training for staff in person-centred planning processes to meet demand.



### Delivering

- ▶ **Young people and their parents and carers tell us** they are satisfied with the support they are receiving to plan for their future.
- ▶ **Professionals tell us** they are enabled to work in a person-centred way.



## Indicator 1c

### We ensure young people have a single plan



#### Assessing

🔗 **Working with others** we are developing joint planning documentation for transitions. Everyone involved is clear on its purpose. Where other current plans exist (e.g. Child's Plan, Coordinated Support Plan, Anticipatory Care Plan) these are linked to the transition plan, ensuring the plan is comprehensive and avoids duplication of work. This plan is holistic and addresses all aspects of a young person's wellbeing.



#### Improving

🔗 **In our organisation** we are piloting the joint planning documentation and are consulting with practitioners, young people and their parents and carers to evaluate its effectiveness.

🔗 **Working with others** we are collating our evaluative feedback and using it to make improvements.

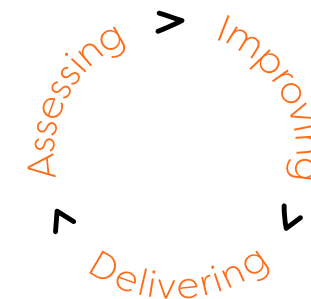


#### Delivering

▶ **Young people tell us** they have a plan to help them achieve their goals and dreams.

▶ **Parents and carers tell us** there is an agreed written plan for their young person's transition.

▶ **Professionals tell us** the joint transitions planning documentation is comprehensive and effective.



## Indicator 1c Continued

### We ensure young people have a single plan



#### Assessing

- 🔄 **In our organisation** we are reviewing our policies and procedures to ensure we identify a key person to take a co-ordinating role throughout the transition planning process for each young person.

Where a named person or lead professional is identified we ensure roles and responsibilities are clear and co-ordinated.



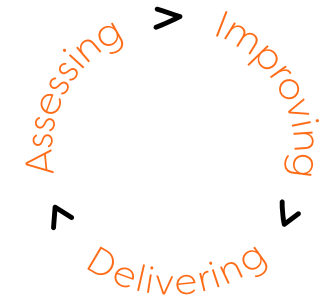
#### Improving

- 🔄 **In our organisation** we are embedding our updated policies and procedures, ensuring a key person is designated early on in transitions planning to take on a co-ordinating role.



#### Delivering

- ▶ **Parents and carers tell us** someone other than themselves is taking responsibility for planning their young person's transition.
- ▶ **Professionals tell us** there is a key person identified to co-ordinate the transition planning for each young person.



## Linking with the other Principles

**Here are some prompt questions to help you to identify how this Principle relates to the others.**

Does all planning start at age 14?

[\(see Principle 3\)](#)

Does everyone have a shared understanding about what we mean by ‘person-centred’?

[\(see Principle 5\)](#)

Do you provide information to ensure young people are aware of their rights?

[\(see Principle 5\)](#)

Are young people supported to explore their aspirations beyond limitations of eligibility or entitlement?

[\(see Principle 4\)](#)

Are transition plans in a format that suits the young person’s preferred communication style?

[\(see Principle 5\)](#)

Do all staff have access to learning and development opportunities that include an understanding of all aspects of transitions?

[\(see Principle 2\)](#)

Do you provide information that tells young people, parents and carers how to complain or get help if things are not working well?

[\(see Principle 5\)](#)

## Evaluation Questions

### We ask young people:

Scale Select one of the options



Yes



Not Sure



No

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

### We ask parents and carers:

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

- ▲ 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.
- ▲ People are listening to what matters to my young person and how they want to live their life.
- ▲ My understanding and knowledge of my young person and their challenges are taken seriously.
- ▲ Someone other than me is taking responsibility for planning for my young person.



## Evaluation Questions

### We ask professionals:

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

- ▲ You are 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.
- ▲ There is a key person identified to co-ordinate the transition planning for each young person.

### Data question:

How many young people with additional needs have a written down transitions plan?

## Resources

[Children's Commissioner for Scotland](#)

[Together](#) (Scottish Alliance for Children's Rights)

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[United Nations Convention on the Rights of Persons with Disabilities \(UNCRPD\)](#)

[PANEL Principles](#)

[Getting It Right For Every Child \(GIRFEC\)](#)

[GIRFEC Practice Guidance 1 – Using the National Practice Model](#)

[GIRFEC Practice Guidance 2 – Role of the named person](#)

[GIRFEC Practice Guidance 3 – Role of the lead professional](#)

[GIRFEC Wellbeing: Improving Outcomes online tool](#)

[Communication, Access, Literacy and Learning \(CALL\) Scotland](#)

[Augmentative and Alternative Communication \(AAC\) Scotland](#)

[Talking Mats](#)

[Digital Passports \(PAMIS\)](#)

[My Communication Pass](#)

[ILF Scotland – Person Centred Planning Grant](#)