

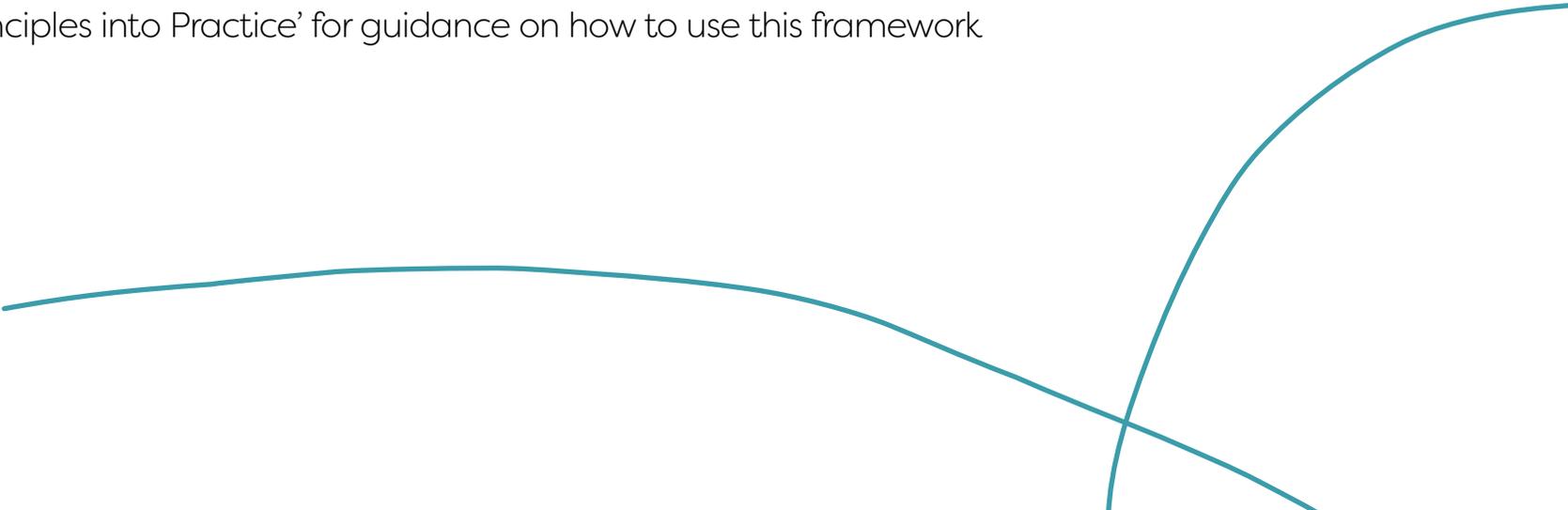


PRINCIPLES
into
PRACTICE

Principle 4

All young people should get the support they need

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



“ ”

Looking back, it's hard to think how quiet I was about the problems with the way I was treated because of my ASD.

Thanks to the support I have been receiving I am now beginning to understand what it means, as a young person with a disability to have a voice and to have my voice heard.

YOUNG PERSON

Indicator 4a

We have an understanding of the number of young people who require support and levels of unmet need



Assessing

- 🔗 **In our organisation** we are identifying the data available to us both locally and nationally relating to transitions and are working to identify levels of unmet need.
- 🔗 **Working with others** in our local area we are trying to establish the numbers of young people to whom we are collectively providing post education support, including healthcare, the outcomes they are achieving and levels of unmet or inappropriately met need. This includes young people with complex needs who might be at risk of, or currently in, out-of-area placements, or who have a higher level of overlooked and unmet health needs.



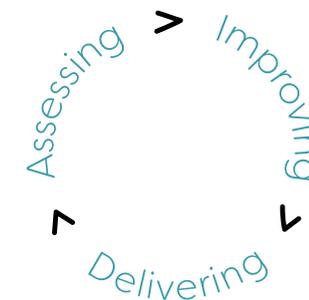
Improving

- 🔗 **In our organisation** we are accessing and analysing all available sources of data to establish how many young people require support and levels of unmet need.
- 🔗 **Working with others** we have developed our own data capturing processes to meet gaps within existing data sources.
- 🔗 **Working with others** we are collating data to help us understand the average age a young person (who was assessed as having additional support needs while in education) receives adult social care support and is fully transitioned into the adult health system.



Delivering

- ▶ **In our local area** we have the data we need to give us a full understanding of the numbers of young people who require support, the age at which young people are assessed for and receive adult health and/or social care support, the outcomes they are achieving and levels of unmet need.
- ▶ **We provide support** at an early stage for young people to help prevent them requiring more intensive social care support or developing avoidable health complications in the longer term.
- ▶ **Working with others** we use this data to inform the planning and commissioning of all local services, and to tackle unmet need.



Indicator 4b

We provide support for those who do not meet eligibility criteria for funded social care support



Assessing

- 🔗 **Working with others** we are asking young people if they are getting the support they need to do the things most important to them in all aspects of their lives.
- 🔗 **Working with others** we are identifying what support is available to young people, enabling them to be involved and feel valued in their communities. This includes support for young people to continue to be involved in their communities after leaving education.
- 🔗 **In our organisation** we ensure staff are aware of the ILF Transition Fund and provide information about this to young people and their parents and carers.



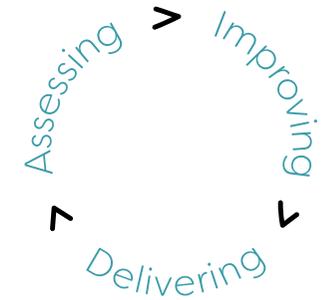
Improving

- 🔗 **We are working with others** including young people to raise their awareness of the range of options outwith those usually provided by health and social care services.
- 🔗 **Working with others** we are providing advice and support to community-based resources to enable them to be inclusive of young people with a wide range of support needs.
- 🔗 **We are working with others** to understand the barriers young people may experience, for example lack of public transport, and how to overcome these.



Delivering

- ▶ **Young people tell us** they are able to do the things most important to them.
- ▶ **Young people tell us** they know what support they can get to make their dreams and goals a reality.
- ▶ **Young people tell us** they feel excited about their future.
- ▶ **Parents and carers tell us** they are satisfied with the support their young person is receiving.



Indicator 4b Continued

We provide support for those who do not meet eligibility criteria for funded social care support



Assessing

- 🔗 **Working with others** we ensure representatives from Skills Development Scotland, employability organisations, further and higher education are included in our local transitions forum.
- 🔗 **Working with others** we are gathering information about the numbers of young people who are accessing employability services, and levels of unmet need.



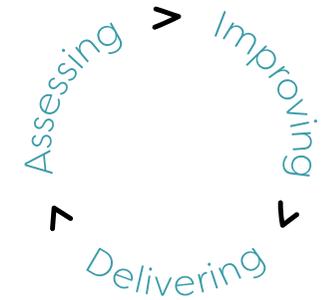
Improving

- 🔗 **In our organisation** we ensure all relevant staff are aware of the range of employment support options available to young people and the referral routes to access these.
- 🔗 **Working with young people and carers,** we are reviewing the availability and accessibility of the information they are given about employment options.



Delivering

- ▲ **Young people, parents and carers** tell us they are satisfied with the information and support given about the options and support available to them.
- ▲ **Parents and carers tell us** about the biggest challenges their young people face, and we use this information to improve our services.
- ▲ **Professionals tell us** they are aware of the range of employment support options available to young people and the referral routes to access these.
- ▲ Data demonstrates the employment gap for disabled people in our area has reduced.



Indicator 4c

Our planning and decision-making is done in partnership with young people and their carers



Assessing

- 🔄 **In our organisation** we are reviewing and updating our policies and procedures to ensure they include the involvement of young people and carers in the planning and decision-making processes most affecting them.
- 🔄 **In our organisation** we are reviewing existing guidance and frameworks for involvement, such as the Charter for Involvement, and making plans to implement these into our organisation.



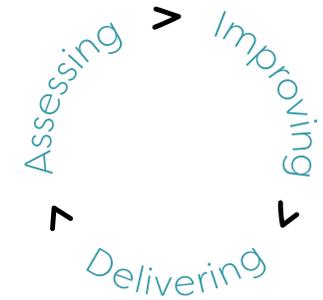
Improving

- 🔄 **In our organisation** we are consulting with young people, parents and carers about how to best to include them in our planning and decision-making processes, and how to make these processes accessible to them.
- 🔄 **We are working with others** to support young people and their parents and carers to develop their skills, confidence and knowledge to be able to meaningfully participate in decision-making processes.



Delivering

- ▶ **Young people and carers** tell us they have chances to give their views on services for young people with additional support needs in their area.
- ▶ We report to young people and carers on the changes we have made in response to what they tell us.



Linking with the other Principles

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

Are decisions relating to eligibility criteria made in sufficient time to allow for realistic planning to take place?

(see Principle 3)

Are decisions clearly communicated to all those involved, in particular young people and their carers?

(see Principle 5)

Are employability services invited to transitions planning meetings for young people who are considering entering into employment?

(see Principle 1)

Evaluation Questions

We ask young people:

Scale Select one of the options



Yes



Not Sure



No

- ▲ Do you feel excited about your future with no worries or concerns?
- ▲ Are you able to do things most important to you?
- ▲ Do you know what your options are for your future?
- ▲ Do you know what support you can get to make your dreams and goals a reality?

Evaluation Questions

We ask parents and carers:

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

- ▲ I am satisfied with the support my young person gets from outside the family.
- ▲ I have chances to give my views on services for young people with additional support needs in my area.
- ▲ I have the information I need about options and support available for the future.

We ask professionals:

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

- ▲ You are aware of the range of employment support options available to young people and the referral routes to access these.

Evaluation Questions

Data questions:

What is the average age a young person (who was assessed as having additional support needs while at school) receives adult social care support?

What proportion of young people with additional support needs are assessed as eligible for adult social care services?

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?

What variation in outcomes / unmet need is there between different groups of young people?

Resources

[Charter for Involvement](#)

[A Fairer Scotland for Disabled People: Delivery Plan](#)

[A Fairer Scotland for Disabled People: employment action plan](#)

[National Standards for Community Engagement](#)

[Developing the Young Workforce: Career Education Standard \(3-18\)](#)

[Youth Guarantee: No One Left Behind](#)

[Young Person's Guarantee](#)

[Scottish Co-Production Network](#)

[Coming Home: A Report on Out-of-Area Placements and Delayed Discharge for People with Learning Disabilities and Complex Needs](#)

[Coming Home: Implementation report](#)

[Inclusive Justice: Co-producing Change: A practical guide to service user involvement in community justice](#)

[ILF Scotland Transition Fund](#)