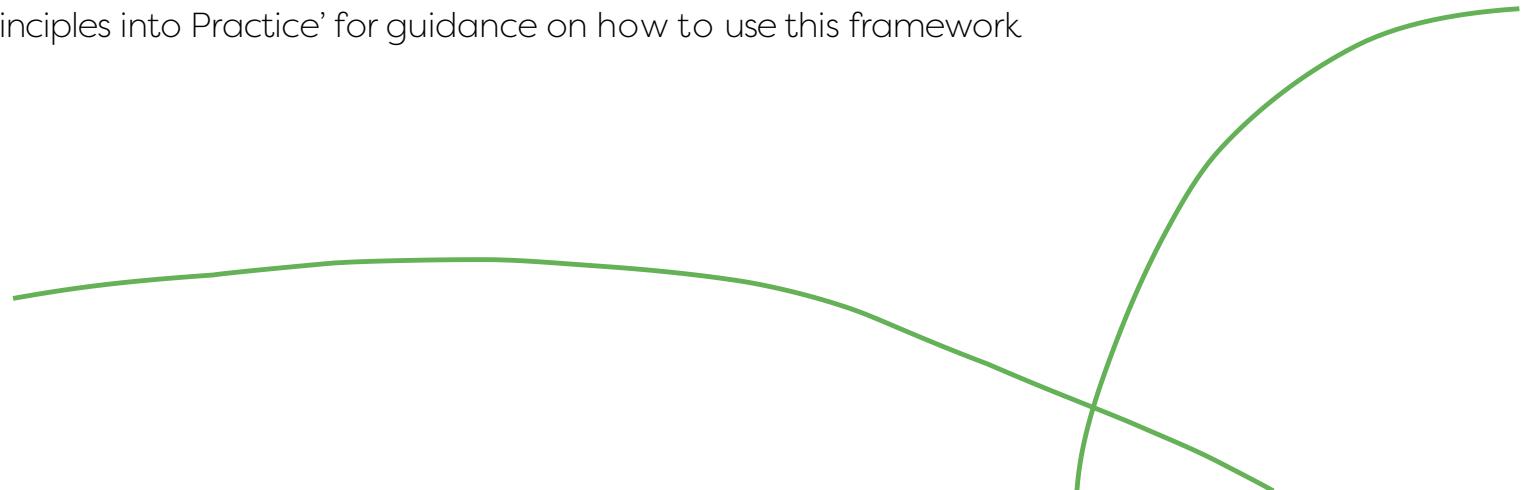




Principle 3

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

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



“ ”

With transition you don't just leave school and that's it.  
It has to be a gradual process that's built up,  
it can't just be shoehorned.

YOUNG PERSON

### Indicator 3a

#### We begin planning from age 14 and it is proportionate to need



##### Assessing

⌚ **Working with others** we are developing ways to identify all young people who require additional support at least two years before they are expected to leave education to begin their transition planning. This includes:

- identifying young people who are likely to need support to manage their own finance, health and welfare, and supporting parents or carers to explore Guardianship and Powers of Attorney.
- those who are not currently attending school or who may have been excluded, placed 'out of area', or are home educated.
- identifying young people who are, or might be, in need of safeguarding or protection (if between 16-18 years old ensure there is consideration of which legal framework best fits their needs and circumstances).



##### Improving

⌚ **Working with others** we are supporting all young people to prepare and plan for their transitions over at least a two-year period before they leave education. The plan also includes preparation for adult health care.

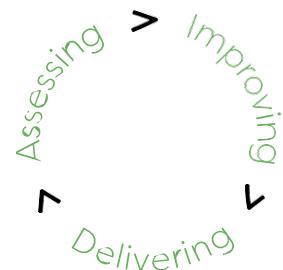
Our Child and Adult Protection Committees are implementing jointly developed robust procedures to ensure ongoing support for any child about whom there are child protection concerns at the point where they move from children to adult services.



##### Delivering

▲ **Young people and their parents and carers tell us** they were given enough time and help to plan for the future.

▲ **Professionals tell us** they are able to begin transitions planning with young people at least two years before they leave education.



### Indicator 3a Continued

#### We have a co-ordinated approach to transitions in our local authority area



##### Assessing

⌚ **In our organisation** we are reviewing our practice, policies and procedures to ensure young people can change their minds about their choices and update their plans.



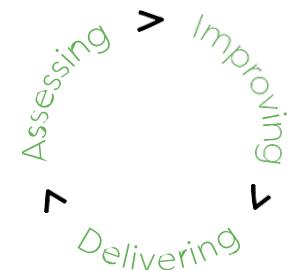
##### Improving

⌚ **In our organisation** we are implementing our practices, policies and procedures, to ensure a flexible and responsive approach to transitions planning.



##### Delivering

▲ **Parents and carers tell us** they know how to update their young person's plan if things change.



### Indicator 3b

#### We have joint approaches to assessment between children's and adult services



##### Assessing

- ⌚ **Working with others** we are reviewing our existing approaches to assessment to ensure they are consistent with GIRFEC, GIRFE and Self-directed Support principles.
- ⌚ **Working with others** we are identifying opportunities for a joint approach to assessment. This includes a focus on future planning at an early stage for young people with complex needs.



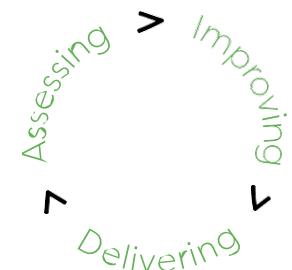
##### Improving

- ⌚ **Working with others** we are piloting new joined up approaches and documentation for adult assessments incorporating GIRFEC, GIRFE and Self-directed Support principles. Holistic needs assessments are used for service planning, and diagnostic assessments are completed on time to avoid delays in access to services.



##### Delivering

- ▲ **Professionals tell us** the joint approach to assessment between children and adult services is working effectively.



### Indicator 3c

#### Our transitions planning and support continues to age 25



##### Assessing

➲ **Working with others** we are developing ways to identify young people approaching transitions subsequent to leaving secondary education. For example, those moving on from Further or Higher Education, young people whose health transition was delayed due to complex needs, or young people leaving youth justice settings. This includes 'unplanned' transitions.

➲ **Working with others** we are developing co-ordinated approaches to following up with young people and their parents and carers to ensure all services are in place following their transitions.



##### Improving

➲ **Working with others** we are implementing co-ordinated approaches to identify and support young people who are approaching another transition, such as moving on from further or higher education.

➲ **Working with others** we are implementing streamlined approaches to routinely follow up with young people to ensure all services are in place following transition.

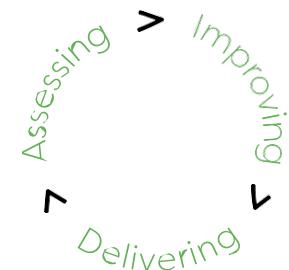


##### Delivering

▲ **Young people and parents and carers tell us** they have had enough time and support to plan for their future.

▲ **Young people tell us** their plan includes what is important to them.

▲ **Parents and carers tell us** people are listening to what matters to their young person and how they want to live their life.



## Linking with the other Principles

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

Does your multi-agency transitions pathway cover the transition from further or higher education?

(see Principle 2)

Are young people transitioning from further or higher education given information and support to explore a range of employment support options should they wish to?

(see Principle 4)

## Evaluation Questions

### We ask young people:

Scale Select one of the options



Yes



Not Sure



No

- ▲ Does your plan include the most important things to you?
- ▲ Have you had enough time to work out what you want to do in your future?

### We ask parents and carers:

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

- ▲ We are getting enough time and support to plan for the future.
- ▲ I know how to update my young person's plan if things change.
- ▲ People are listening to what matters to my young person and how they want to live their life.

## Evaluation Questions

### We ask professionals:

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

- ▲ There is an effective, joined up approach to assessment between children and adult services.
- ▲ You are able to begin transition planning with young people at least two years before they leave school

### Data questions:

How many young people who require additional support are due to leave further / higher education 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?

## Resources

[The Real Toolkit – A Leaving Care Resource by Staff](#)

[Getting It Right For Every Child](#)

[Self-directed Support Scotland](#)

[Self-directed Support: Framework of Standards](#)

[Self-directed Support: Practitioner Toolkit](#)

[National Guidance for Child Protection in Scotland 2021 – updated 2023 \(Scottish Government\)](#)

[National Guidance for Child Protection in Scotland 2021 – updated 2023: Practice Insights \(Scottish Government\)](#)

[Statutory Guidance on Corporate Parenting](#)

[Statutory Guidance on Aftercare](#)

['Moving On' from care into adulthood: consultation analysis](#)

[The Promise \(Independent Care Review\)](#)

[Keeping The Promise to our children, young people and families: progress update 2024](#)

[The Office of the Public Guardian \(Scotland\)](#)

[Children and Young People in Conflict with the Law Supplement \(Principles of Good Transitions 3\)](#)

[Supporting Positive Transitions Through and Out of Foster Care -](#)

[Supplement to Principles of Good Transitions 3 \(The Fostering Network Scotland\)](#)

[Child protection learning and development 2024: national framework](#)

[Statutory Guidance on Additional support for Learning](#)