

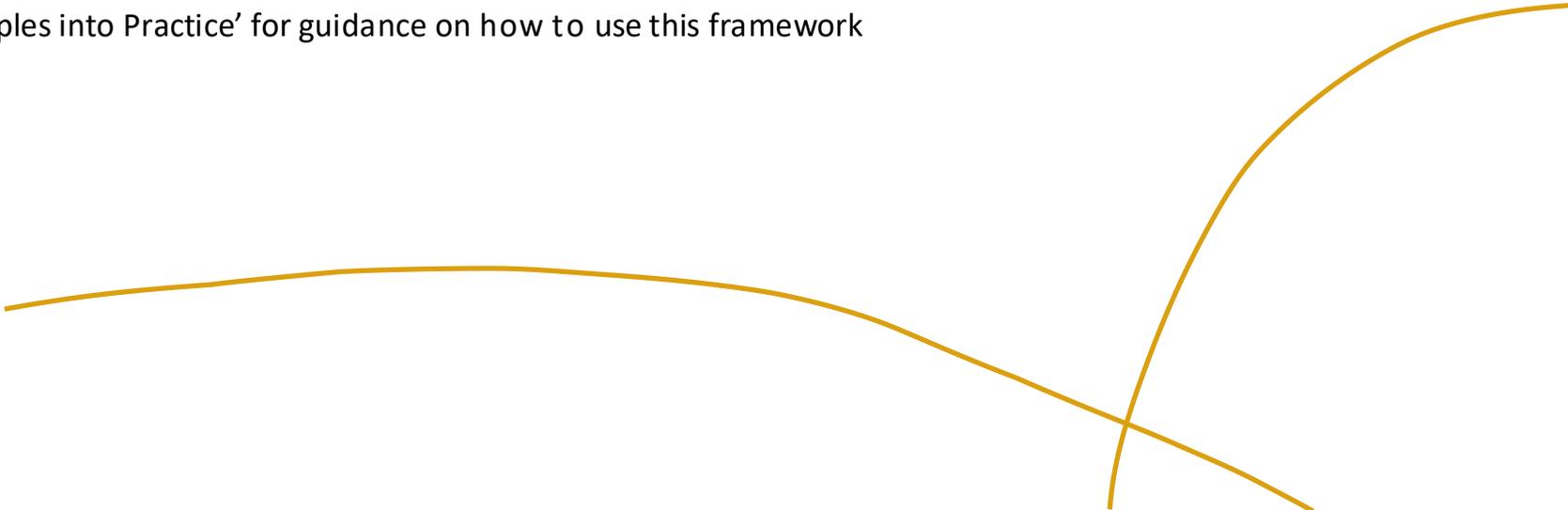


PRINCIPLES
into
PRACTICE

Principle 2

Support should be co-ordinated across all services

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





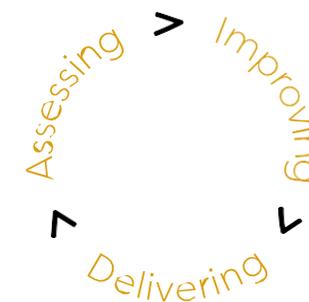
To have a system that works, like your granny's old blanket. It develops patches where it's been worn or stressed but we darn it and make it stronger, where we tuck all the edges in so that there is a feeling of safety but gives enough room to move, wiggle, and grow, where at any point the blanket can be left in the knowledge that it will be there for as long as it's needed.

Till one day it becomes a lovely memory but isn't needed.

(PARENT) – 'FACING THE FUTURE TOGETHER' REPORT, ARC SCOTLAND 2017

Indicator 2a

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



Assessing

- Working with others we are bringing all relevant partners together within a local transitions forum to explore how we can work collectively to improve transitions in our area.

This includes:

- Paediatric & adult health
- Child and adult social work & social care
- Education – Secondary, Further & Higher
- Employment & training
- Third sector
- Public sector services (such as housing & welfare)
- Youth Justice (including Secure Care & Young Offender Institutions)
- Local transport providers
- Advocacy
- Young people & carers



Improving

- Working with others in our local transitions forum we are meeting regularly and have agreed a Terms of Reference for the forum that sets out how we will work in partnership.
- Working with others we routinely ask young people, parents and carers about how satisfied they are with the support they have received. We analyse this information to make improvements to the way we provide support.

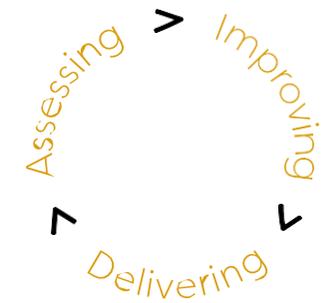


Delivering

- Professionals tell us they have good relationships and communication with other local partners involved in transitions.
- Young people, parents and carers tell us that everyone involved is working well together.

Indicator 2a Continued

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



Assessing

- Working with others, including parents, carers and young people, we are developing a joint transitions pathway to clearly define roles and responsibilities of lead individuals and agencies.

We are seeking examples from other areas to help inform our work.



Improving

- In our organisation we are piloting the new joint transitions pathway.

We are:

- providing guidance, information and training for all staff to support implementation.
 - gathering data to evaluate the effectiveness of the joint transitions pathway.
- Working with others we are collectively reviewing the data and using it to make improvements to the pathway.

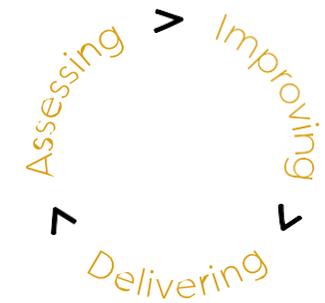


Delivering

- Professionals tell us they clearly understand their roles and responsibilities during transitions, and the roles and duties of others involved.
- Parents and carers tell us the transitions pathway for their young person is clear, and they know enough about the roles and responsibilities of those involved.

Indicator 2a Continued

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



Assessing

- 🔄 In our organisation we are developing strategic and operational information sharing processes to support transitions planning in line with current legislation. This includes information sharing between and across agencies, e.g. child and adult health services, education, social work and care.
- 🔄 Working with others we are developing information sharing agreements to support transitions planning.



Improving

- 🔄 Working with others we are piloting different ways to improve sharing information in a consistent and effective way.
This could include:
 - clarifying referral pathways.
 - developing shared templates for transferring information.
 - scheduling regular strategic or operational planning meetings.
 - ensuring all partners are up to date with relevant legislation relating to information sharing.

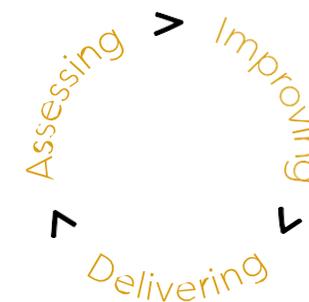


Delivering

- ▶ Professionals tell us information sharing processes within their organisation and with others are effective and support the transitions planning process.
Parents and carers tell us about the biggest challenges their young people face and what is needed to overcome them.

Indicator 2a Continued

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



Assessing

- Working with others we are developing systems to allow us to routinely share data to help with longer term strategic planning (e.g. the number of young people approaching transitions and approximate level of need, including young people currently out of area who will be returning to their local area during transition, on educational placement or tertiary health care management).

Working with others we are developing sustainable systems to enable sharing of information about individual young people to support their transition and to allow sufficient time for planning.



Improving

- Working with others we ask young people, parents and carers about the biggest challenges they face during transitions and what is needed to overcome them.



Delivering

- Working with others we routinely review the information provided by young people, parents and carers concerning challenges they experience.
- Working with others we modify and adapt our transitions pathway in light of this information.

Indicator 2b

Our learning and development opportunities include an understanding of all aspects of transitions



Assessing

- 🔄 In our organisation we are undertaking training needs assessments and developing plans to embed transitions training for all staff involved in transitions.
- 🔄 Working with parents, carers and young people we are providing opportunities for them to be involved in the design and delivery of our transitions training.
- 🔄 Working with others we are exploring opportunities for joint training to enable staff from children and adult services as well as those from different professional backgrounds to learn together.



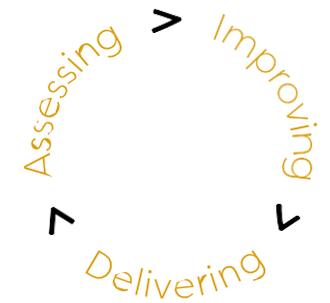
Improving

- 🔄 Working with others we are providing joint training to all staff involved in transitions, which includes an overview of the legislative and policy context. Young people, parents and carers are involved in the design and delivery of all our transitions training.



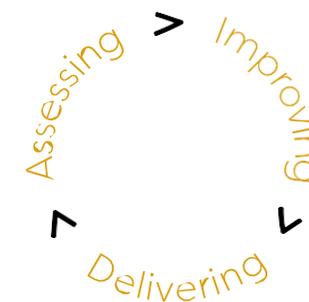
Delivering

- ▶ All professionals involved in supporting young people in transitions have undertaken transitions training and have opportunities for continuing professional development.



Indicator 2c

We evaluate transitions in our area



Assessing

- ↻ In our organisation we are reviewing all existing sources of qualitative and quantitative data that relate to transitions.
- ↻ Working with others we are discussing how we can work collaboratively to use all available data to evaluate and improve transitions. This includes developing a shared framework for consulting and gathering data about the lived experiences of young people and their parents and carers.



Improving

- ↻ Working with others, we are engaging with young people, parents and carers on the design of a collective approach to gathering their feedback.
- In our organisation we have analysed existing sources of data relating to transitions, including the planning process and outcomes. We have used this to establish baseline data.
- In our organisation we are routinely gathering qualitative and quantitative data and using the established baseline data to identify our key strengths and areas for improvement.
- Working with others we regularly review the data we collectively gather to identify strengths and areas for improvement across our local area.



Delivering

- ▲ Each year we receive evaluation responses from most of the young people and their parents and carers in our area.
- Each year we collate and publish the evaluation responses we have received and feed this back to young people and their families. We use this data to continually review and improve how we plan and support transitions locally.

Linking with the other Principles

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

Do you have a definition of ‘transitions’, which is relevant to all service areas?

Is this communicated consistently?

(see Principle 5)

How are young people and carers involved in the planning and decision making processes that affect them? (see Principle 4)

How does your evaluation process capture unmet need? (see Principle 4)

Does your transitions pathway include young people who do not meet eligibility criteria for a funded social care service? (see Principle 4)

Do you engage with young people, parents and carers in accessible ways that enable those with communication support needs to contribute?

(see Principle 5)

Evaluation Questions

We ask young people:

Scale Select one of the options



Yes



Not Sure



No

- ▲ Is everyone helping you plan for the future working well together?

We ask parents and carers:

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

- ▲ Everyone involved is working well together (young person, family, professionals).
- ▲ There is a clear transitions pathway for my young person.
- ▲ I know enough about the roles and responsibilities of people involved in my young person's transition.
- ▲ My young person faces multiple challenges in their everyday life.

Evaluation Questions

We ask practitioners:

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

- ▲ 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.
- ▲ The information sharing processes within your organisation and with others are effective and support the transitions planning process.
- ▲ You have undertaken transitions training and have opportunities for continuing professional development.



Data question:

How many young people with additional support needs are due to leave school in our area in the next two years?

Resources

[Getting it right for every child \(GIRFEC\) Practice Guidance 4 - Information Sharing](#) [GIRFEC Information](#)

[Sharing Charter – Children and Young people](#)

[GIRFEC Information Sharing Charter – Parents and Carers](#)

[Getting it right for everyone \(GIRFE\) toolkit](#)

[Information Commissioner's Office Guide to the General Data Protection Regulation \(GDPR\)](#)