



Education, Communities and Organisational Development

Wednesday, 03 February 2021

SUPPLEMENTARY AGENDA

The undernoted reports have been added to the Agenda for the meeting of the **Education, Communities and Organisational Development** to be held at **remote locations via video conference**, on **Wednesday, 03 February 2021 at 09:30**.

BUSINESS

- | | | |
|--------------|--|----------------|
| 9a. | HR OD and ICT Performance Report 1 April to 31 December 2020 | 3 - 10 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) | |
| 14a.* | Wellbeing Support for Children Young People and Families | 11 - 22 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) and Chief Officer, Health and Social Care | |
| 18a. | Transitions to Adulthood Policy | 23 - 60 |
| | Report by Chief Officer, Health and Social Care | |



REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 3 FEBRUARY 2021

SUBJECT: PERFORMANCE REPORT HUMAN RESOURCES, ORGANISATIONAL DEVELOPMENT AND INFORMATION COMMUNICATIONS TECHNOLOGY – PERIOD FROM APRIL TO DECEMBER 2020

BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT)

1. REASON FOR REPORT

- 1.1 To inform the Committee of the performance of the service for the period from 1 April to 31 December 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services, Human Resources, Organisational Development and Information Communications Technology (ICT) (para 9 of the minute refers).

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) scrutinises performance of the Service Plans, Operational Performance Indicators and Complaints to the end of December 2020; and**
- (ii) notes that ACTION HR20-22-Serv.5.4 has been removed from Section 5 – Service Level Outcomes, of the Human Resources and Organisational Development Services Service Plan since it duplicated ACTION HR20-22-Serv.5.1.**

3. BACKGROUND

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance with the aim of increasing focus on priority areas,

reducing the level of reporting on lower priority indicators and directing scrutiny towards areas of strategic importance trends. Whilst the key performance trends in operational performance will continue to be reported, the focus of committee scrutiny will be on the delivery of priorities in the Local Outcome Improvement Plan (LOIP), Corporate Plan and Service Plan. This report covers progress in achieving the HR, ICT and Organisational Development Service Plan priorities, as well the important trends in the key performance indicators.

3.2 The Performance Monitoring Statements document was developed to support the Performance Management Framework. This half-yearly performance report refers to this document. The document includes tabular updates on actions, indicators relating to Service Plan priorities as well as complaints data, and can be found at:

http://www.moray.gov.uk/moray_standard/page_92321.html

4. SUMMARY OF PERFORMANCE

4.1 At a meeting of the Executive Education, Communities and Organisational Development Committee on 18 November 2020, approval was given for the Human Resources and Organisational Development, and ICT Service Plans covering the period 2020-2022 (para 28 of the minute refers). As per the Performance Management Framework, this Service Plan consists of two distinct sections;

- Strategic Outcomes - locked down against commitments in National Outcomes, the Local Outcome Improvement Plan and the Corporate Plan.
- Service Level Outcomes – reflecting service priorities not covered in higher level plans.

4.2 A total of 10 actions are now included in the Human Resources Service Plan; none was due for completion by December 2020.

4.3 For the ICT Service Plan there were 8 actions; 2 were due for completion by December 2020 of which 1 was completed. Overall, the plan is 31% complete.

HR & OD Service Plan

Level of Action	Number of Actions	Expected completion by end December 2020	Actual completion by end December 2020
Strategic Outcome	5	Nil	Nil
Service Level Outcomes	5	Nil	Nil

ICT Service Plan

Level of Action	Number of Actions	Expected completion by end December 2020	Actual completion by end December 2020
Strategic Outcome	3	1	1 (100%)
Service Level Outcomes	5	1	Nil (0%)

Strategic Outcomes - successes

- 4.4 Contributing to the Corporate Plan priority 'Working towards a sustainable council that provides valued services to our communities', the action to extend the availability of online services available to the parents of school children and provide a single view of their transactions with the council via the customer portal was completed on time by the end of December 2020. The Parent Portal has been rolled out to all Moray Schools and the services available to parents include: annual data check; absence reporting; report cards; primary school parent evening bookings; permission slips and notifications; update details; access to timetables (secondary). Schools also have access to Groupcall which expands on the text messaging service included in click and go, mobile school app and email. (**ACTION ICT20-22.Strat-4.2**)
- 4.5 Recognising the very distinct demands being made on the workforce arising from the pandemic, an interim workforce strategy and plan was approved at the Education, Communities and Organisational Development Committee on 18 November 2020 covering the period 2020-2022 (para 28 of the minute refers) (**ACTION HR20-22.Strat-4.1**)
- 4.6 Transformation and change, also related to the pandemic in terms of the council's response with regard to Covid-19 risk assessment of safe working practices and supporting the increase in remote working, progressed positively in relation to employee relations and consultation to these very swift and significant changes. Meetings with Trade Unions have taken place at a range of frequencies ranging from twice weekly to fortnightly in order to ensure a continuous two way flow of information and communication with regard to all issues related to Covid-19 that impacted on the workforce. Trade Unions have been involved in risk assessments for the full range of activities impacted by Covid-19 adjustments as well as amended safe operating procedures, new and amended workforce policies and ongoing resolution of queries to and from the workforce. The Trade Unions have commented on the positive and flexible nature of the arrangements (**ACTION HR20-22.Strat-4.2**)

Service Level Outcomes - successes

- 4.7 The work of the ICT team has been significantly impacted by the demands of the response to the Covid-19 pandemic. Providing the Council with the capacity for flexible and homeworking was prioritised and so initial targets were met. Pre-pandemic there was on average 30-50 remote connections per day and now there are around 550-600. All staff that were identified as a priority by their departments have been enabled to work from home wherever possible, to ensure Covid-19 restrictions can be adhered to. The focus is now to ensure that moving forward the progress and benefits of digital working are maximised. Next steps are to build the infrastructure, digital tools and training for staff to ensure they have a solution that meets their future work needs, allowing for a cultural change to "flexible by default", the original aim of this particular action. (**ACTION ICT20-22.Serv-5.3**)

- 4.8 As a result of the required response to the Covid-19 pandemic, the health and safety culture of the Council has developed since March 2020. While large areas of normal council operations were paused during the lockdown, some high risk areas continued e.g. Waste. In other areas new risk had to be managed as a result of Covid-19 e.g. Care at Home. Clear messages around health and safety were established and cascaded with feedback from the workforce used to continually improve safe working practices. This work was prioritised resulting in delay to some planned actions. **(ACTION HR20-22.Serv-5.3)**
- 4.9 Work that was also delayed by the pandemic but which is being progressed as a priority is in relation to ensuring the Council's pay structure is compliant with living wage requirements **(ACTION HR20-22.Serv.5.6)**

Strategic Outcomes – challenges and actions to support

- 4.10 Since March 2020 the work of the HR and OD teams have been completely diverted on to either responding to the pandemic through maintaining a service to those services still operating, contributing to the corporate response or redeployed to the Humanitarian Assistance Centre. This has impacted severely on the capacity to progress the majority of the actions within the workforce plan. The ongoing nature of the demands led to the revised Interim Workforce Strategy and Plan as noted in para 4.5.
- 4.11 Leadership and development activity had been progressing well with a blended collaborative approach with the Improvement Service under way. Combined with the recommendations from the Best Value Audit, however, there is a clear requirement to review the leadership development landscape and refresh the Council's approach. This work has been included as a key piece of strategic work in the HR-OD Service Plan **(ACTION HR20-22.Strat.4.3)**
- 4.12 Linked with the above action, the development of Elected Members has also been delayed as resources were diverted to the emergency response. Likewise, Elected Member development has been noted in the Best Value Audit and is also a key piece of strategic work **(ACTION HR20-22.Strat.4.4)**

Service Level Outcomes – challenges and actions to support

- 4.13 During the pandemic, it was decided to migrate to MS Teams as the main video conferencing solution as this has been widely adopted by public sector organisations. The renewal of the Microsoft agreement paved the way for the implementation of MS Teams. Work is being planned to make significant changes to the ICT Infrastructure that are required to provide the full functionality of MS Teams. Consideration is also being given to necessary adjustments to provide ongoing support and maintenance of the ICT infrastructure in light of the developments during the pandemic. The aims of this project have fundamentally changed, however, the action which was due to be completed by the end of December 2020 has achieved 15% progress. **(ACTION ICT20-22-5.4)**

- 4.14 Within HR, the action to deliver ongoing improvements in absence levels has been delayed due to the pandemic. While overall sickness absence rates reduced during lockdown, with the impact of covid it is important to progress work to improve absence levels and, specifically to support mental health. An investment proposal has been developed to contribute towards addressing these points. **(ACTION HR20-22-Serv.5.1)**. It should also be noted that a duplicate entry for this action has been removed from the service plan **(ACTION HR20-22-Serv.5.4)**
- 4.15 As a result of the increase in remote working and the requirement to socially distance during work, the digital skills of the workforce have come into focus, both for job tasks and to communicate with colleagues. Therefore, action is planned to improve the digital skills of the workforce through development of a Digital Champions network and tools and resources to increase individual skills and confidence **(ACTION HR20-22-Serv. 5.5)**

Operational Indicators - successes

- 4.16 Six of the 9 HR & OD performance indicators, and one of the 5 ICT indicators met, or exceeded, the required standard.

Human Resources:

Code & Title	Gauge	Value	Target
✓ CS024a Number of Health and Safety Incidents reported (target ba...		58	62
✓ CS024b Number of Violence and Aggression Incidents reported (ta...		280	330
✓ CS037.1 Equal Opportunities Percentage of highest paid 5% of ear...		54.7%	50%
✓ CS045 Working days lost due to industrial injury / accidents (based...		0	71
✓ FS111 Payroll: Accuracy - Number		99.97%	99.5%
✓ FS112 Payroll: Accuracy - Value		99.99%	99.85%

ICT:

Code & Title	Gauge	Value	Target
✓ FICT174 Percentage availability of the Moray Council Website		100%	99%

- 4.17 Of particular note is the reduction in working days lost to industrial injury or accidents **(INDICATOR CS045)**. This has decreased significantly in recent years and the actions and efforts of the central health and safety team, service managers and employees is acknowledged in achieving this improvement. As a result, the target will be revised for 2020/21.

Operational Indicators - challenges and actions to support

- 4.18 Three of the 9 HR & OD performance indicators were marginally outside the required standard, and 2 of the 5 ICT indicators did not meet the set targets..

Human Resources:

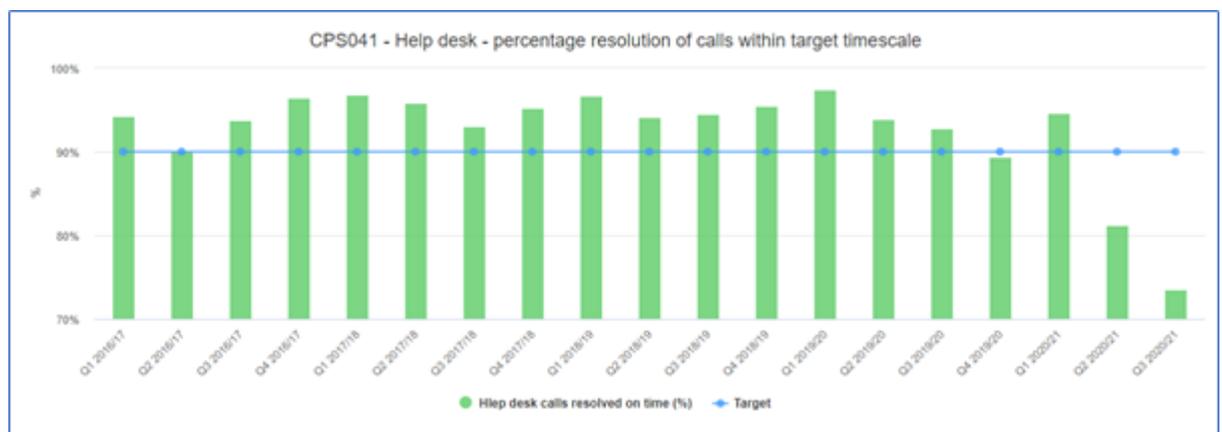
Code & Title	Gauge	Value	Target
▲ CS016B.1 Sickness Absence Rates - Average number of working ...		6.76	5.9
▲ CS016B.2 Sickness Absence Rates - Average number of working ...		12.69	11
▲ CS146 Human Resources - Employee Engagement Index Score		69	70

ICT:

Code & Title	Gauge	Value	Target
● CPS041 Help desk - Percentage resolution of calls within target tim...		73.6%	90%
● FICT173 ICT Action Plan completion percentage (cumulative)		20%	69%

4.19 Sickness absence rates show an increase on the Local Government Benchmarking Framework annual indicator increasing from 6.5 days per full-time equivalent (fte) for teachers and 12 days per fte for local government employees in 2018/19. The main reason for absence is consistently Depression/Stress/Anxiety across the workforce and a review is planned of how best to support people to stay in work and return to work in optimum time. The impact of any actions are likely to take 18-24 months to be evidenced in statistics. In the meantime, arrangements for managers and staff are being refreshed in relation to support, guidance and mechanisms for assisting with promoting well-being. The links with the engagement index are clear and the work to develop and improve engagement and culture is being refreshed as the council moves into recovery following this lockdown. **(INDICATORS CS016B.1 & CS016B.2)**

4.20 The work of the ICT Servicedesk team has been particularly affected by the response to the pandemic. The volume of work increased significantly while the resource remained static and as a result the percentage of calls resolved started to drop below target in August. This was due to the deployment of approximately 50% of the support team to the roll-out of in excess of 2000 laptops to corporate users and school pupils. As a result of increased call volume, there is a high number of outstanding calls to the service on the desk, mainly lower priority issues. An adjustment to resources will be required to address this level of demand on an ongoing basis and this is under consideration. As the chart below shows, the Servicedesk team normally exceeds this target and the lower call response rate is due to the covid service pressures. **(INDICATOR CPS041)**



4.21 The Action Plan priorities have changed considerably due to COVID-19 with priority being given to statutory requirements and the COVID-19 Response & Recovery work. These priorities will continue to be reviewed while the ICT team continues responding to the COVID-19 pandemic measures. **(INDICATOR FICT 173)**

Complaints & MP/MSP Enquiries

- 4.22 Between April and December 2020, Human Resources, Organisational Development and Information Communications Technology received 1 complaint. None was closed during the same period. Three MP/MSP enquiries were received all related to HR issues.

5 SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

(b) Policy and Legal

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

(c) Financial implications

None.

(d) Risk Implications

None.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities/Socio Economic Impact

An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

(h) Consultations

The Head of Human Resources, Organisational Development and Information Communications Technology and Service Managers, have been consulted with any comments received incorporated into this report.

6. CONCLUSION

- 6.1 **After the first three-quarters of 2020-2021 the HR&OD and ICT Services Plans are broadly on track. However, the aims of the ICT service plan action to introduce the wider use of video-conferencing have fundamentally changed due to the experience gained as a result of the radical changes in working practices required to maintain service delivery during the pandemic. Consequently, this one action has been reviewed and re-planned. Performance is meeting, or exceeding**

expectations, in most areas. However, some of the support activities provided by the ICT team have been affected by the significant amount of additional work the team has undertaken responding to the changing demands of all services during this period.

Co-authors of Report: Frances Garrow, Head of Human Resources, Information Communications Technology and Organisational Development
Carl Bennett, Research & Information Officer

Background Papers: Held by Author
[HR & OD Service Plan](#)
[ICT Service Plan](#)

Ref: SPMAN-1108985784-553



REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE 3 FEBRUARY 2021

SUBJECT: WELLBEING SUPPORT FOR CHILDEN, YOUNG PEOPLE AND FAMILIES

BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT) AND CHIEF OFFICER, HEALTH AND SOCIAL CARE MORAY

1. REASON FOR REPORT

- 1.1 To propose a pilot for a streamlined locality planning model across children's services that aims to improve the deployment of multi-agency services to meet the mental health and wellbeing needs of children, young people and families in Moray.
- 1.2 For the purposes of this report 'children's services' refers to all public services and other organisations responsible for delivering services to improve the wellbeing of children, young people and families in Moray.
- 1.3 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services, Human Resources, Organisational Development and Information Communications Technology (ICT) (para 9 of the minute refers).

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) approves the proposed streamlined locality planning model as a pilot for 18 months;**
- (ii) agrees that the costs of the pilot are met from mental health and wellbeing funding received from the Scottish Government for 2020/21 and the National Community Mental Health and Wellbeing funding;**

- (iii) approves the establishment of the additional posts as set out in the report and recommends to the council the additional G12 project management post; and
- (iv) agrees that the pilot evaluation report is presented to a future Committee meeting.

3. **BACKGROUND**

Statutory responsibilities

- 3.1 Moray Council and NHS Grampian have a statutory duty to produce and implement a Children's Services Plan covering a three-year period and involving all children's and related services provided in Moray. The purpose of the plan is to outline how services will work together to promote the wellbeing of children and ensure that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising in the first place. The plan should be designed to ensure that services are as integrated as possible from the point of view of the child and family and constitute the best use of available resources.
- 3.2 Across Moray and other local authority areas locality planning is used to support integrated ways of working to better support children, young people and their families. The proposed streamlined locality planning model provides an improved infrastructure to deliver an effective integrated system of early intervention health and wellbeing support for children and families.

Current locality planning arrangements

- 3.3 Locality planning arrangements involving community planning and third sector partners engaged in children's services have been in place since 2018. Overseen at a strategic level by the Community Planning Partnership GIRFEC Leadership Group (GLG) they specifically focus on the local development and provision of services and supports to meet the wellbeing needs of children, young people and families.

Based on the principles and values of GIRFEC, their aim is to:-

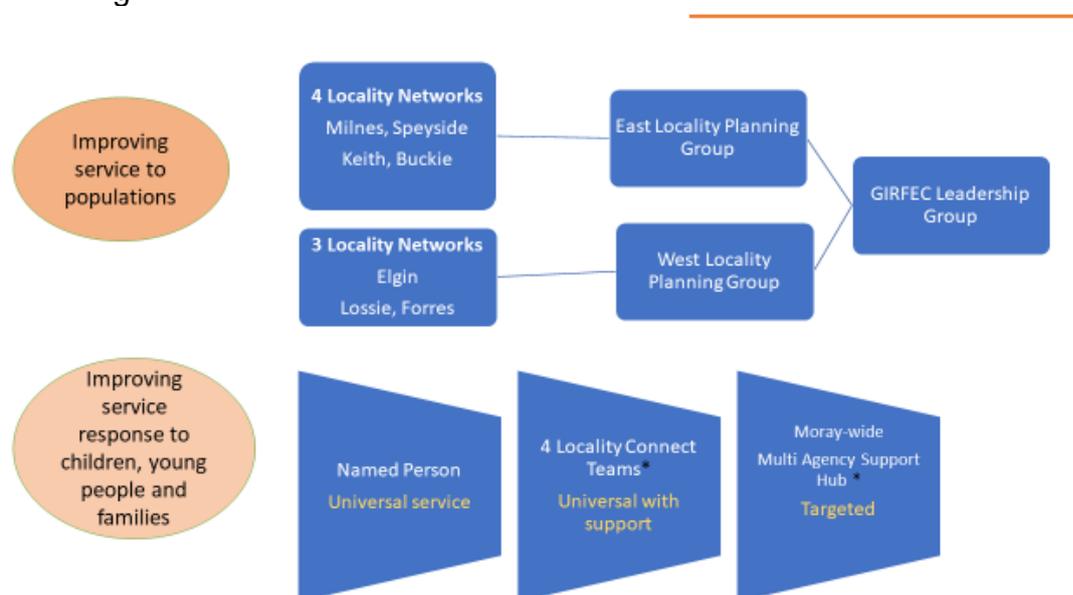
- Simplify pathways of support and reduce bureaucracy
- Maximise opportunities for stakeholders to collaborate in order to identify and address gaps in provision

- 3.4 Fundamental to the development of locality planning is the belief that relationships and effective partnerships lead to better outcomes and long-lasting change for children young people and families. Public sector staff, commissioned services managers and community organisations from across the Children's Services Partnership are represented on the various groupings within the existing locality planning model. They work in partnership with children and families to ensure their collective resources are effectively deployed to respond to emerging trends and meet population needs in localities.

Emergency COVID19 response

- 3.5 At the start of the COVID19 pandemic, it was recognised that the existing locality management arrangements were unable to respond quickly to the escalating **individual** wellbeing needs of individual children and families. The further development of locality planning processes was therefore prioritised in order to ensure children’s services across Moray could rapidly and effectively plan together to support individual children and their families, focussing on early intervention for the greatest long-term impact. A wellbeing work stream, consisting of representatives from across the partnership, was established to develop trial and evaluate a suitable delivery model, based on the GIRFEC staged intervention process.
- 3.6 As a result of the above COVID19 pandemic emergency response, two locality planning processes started operating in tandem during the initial lockdown period (Fig 1). Collectively they provided a coordinated partnership approach to identify and address the wellbeing needs of local communities, as well as individual children, young people and families.

Fig 1.



The locality arrangements detailed above, while successful in meeting needs across Moray are resource intensive and cannot be sustained longer term. The delivery of the emergency response ‘improving service response to children, young people and families’ strand was dependent on local authority staff having the capacity to take on additional tasks during full lockdown. These staff are now required to deliver their full substantive role and are therefore unable to continue to support the model in its current form. Therefore, consideration has been given to how the benefits of this strand can be harnessed and developed to continue the service improvement for the future.

3.7 Both locality models were evaluated by the key stakeholders across the children's services partnership to understand the risks and benefits of the two strands. While both strands were seen to be delivering positive outcomes there was a recognition that the arrangements as they stood lacked connection; they were not fully integrated within the GLG governance structure, and the potential benefits of capturing data that could inform effective decision-making were not being realised. There was also a risk that the structures were too unwieldy to respond to continuing escalating need and rapidly changing service demand, resulting in reactive service responses and the failure to shift resources towards early intervention.

3.8 Learning was presented at a development session in October 2020 for GLG members and those responsible for developing and facilitating both locality planning models. At this session colleagues from Northern Ireland shared their experiences of locality planning approaches and the benefits of a model that looks at early intervention at both a population and individual planning level. Alongside the benefits of timely and coordinated responses to individual need the Northern Irish model was able to demonstrate how a fully integrated model can ensure that developing service demand is quickly identified and gaps in service provision are filled in a coordinated and collaborative way by:

- Community based supports having a better understanding of need in their local areas and developing their offer to address those needs;
- Third sector organisations using the robust evidence generated through the model to develop external funding bids to increase the range and spread of supports they are able to offer;
- Single agencies redesigning their services based on evidenced need to maximise impact; and
- The children's services partnership developing a more coordinated approach to the commissioning of services at a strategic level with a focus on early intervention.

3.9 Following discussion at the development session outlined above a working group developed the aims of a proposed streamlined model for Moray that would incorporate the benefits of existing Moray approaches, and learning from Northern Ireland. The aims are outlined below:

- **More efficient and sustainable model to respond to increasing demand**

Over the past 5 years, there has been a significant increase in the number of children, young people and families in Moray experiencing distress. COVID 19 has compounded the situation and it is recognised that its impact on the wellbeing of children and families will be long lasting.

Challenging funding pressures makes it more essential for partners to pool their collective knowledge, expertise and resources to meet the wellbeing needs of children, families and communities as early as possible, averting problems arising in the first place, where feasible. There is, however, a limited pool of staff from across all agencies available to sustain the existing models. We need to ensure staff time is being used in the most efficient and effective way possible.

- **Coordinated packages of early intervention support are delivered in a more efficient and timely manner**

Advice, guidance and multi-agency support provided to Named persons and Lead Professionals through the current locality planning process has demonstrated improved outcomes for children, young people and families. However, the lack of a dedicated single point of contact to provide support to the child's planning process and act as the link with the multi-agency locality groups has slowed the process, risking escalation of unmet need which cannot be met within current resources. Slow response to emergent need further destabilises family and individual situations. A revised model needs to take account of coordination and administration requirements.

- **Structure and process in place to identify, quantify, address and escalate in wellbeing provision and capacity issues.**

Two locality planning systems operating in parallel makes it difficult to identify and address gaps in wellbeing provision on a Moray wide basis. Based on learning from the Northern Irish model, an integrated governance structure is required. This allows for gaps in wellbeing provision to be clearly identified and addressed at the most appropriate level within the governance structure

- **Evidence is collated which will assist partnership to access external funding to design and deliver services and supports which meet needs**
Currently opportunities to lever in external funding are not being maximised, as there is no coordinated system in place within children's services to identify and share evidence of need. This information is required by funders, who tend to support collaborative bids. A streamlined model should be designed to facilitate this process.

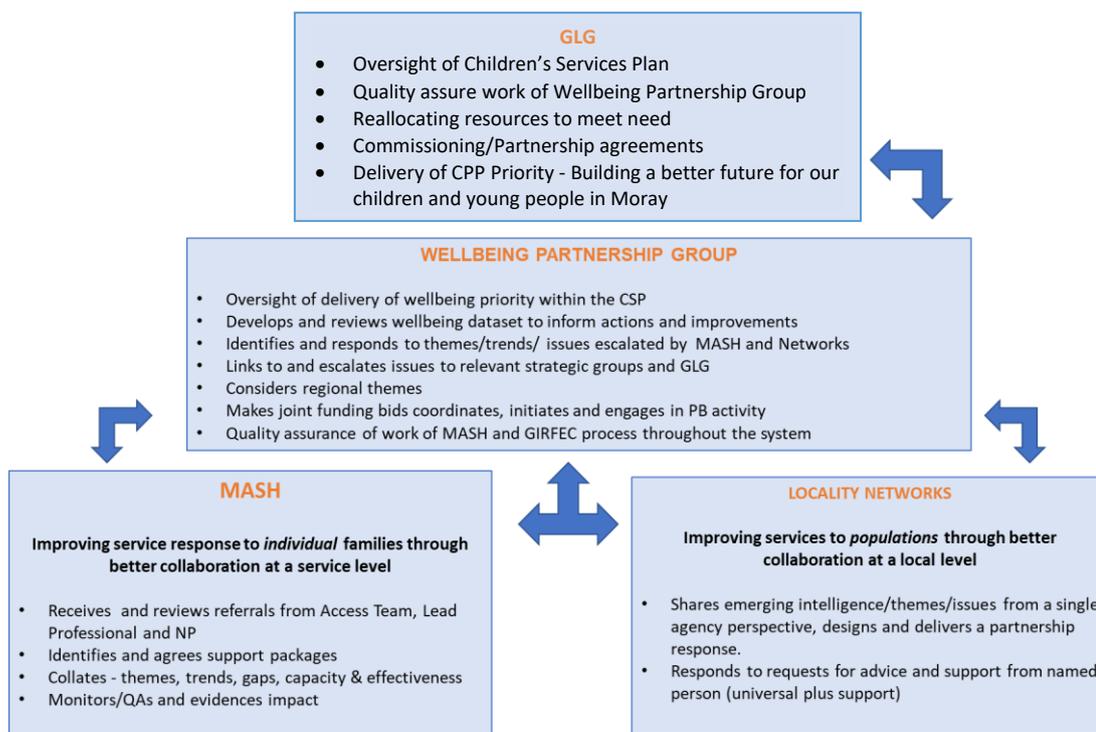
The priorities and impact of provision is escalated through the system to inform commissioning priorities and the delivery/monitoring of partnership strategic plans i.e. Children's Services Plan (2020-23), Corporate Plan and LOIP.

Proposed streamlined locality planning model

- 3.10 The proposed streamlined model responds to the aims detailed above by reducing the number of groups within the locality model, while ensuring each group has a clear purpose within an integrated structure. The model is properly resourced to ensure effective coordination and rapid response to emerging need. The governance structure is robust, and includes the addition of a Wellbeing Strategic Group to bridge the gap between GLG and the locality planning groups. This group will be led by a member of GLG and will comprise Service Managers from across the partnership who have the authority to reallocate resources within their agency in response to emerging need. The proposed model also draws on learning from the Northern Irish model and includes a 'report card' system to track where needs have been identified, the actions that have been taken, and the impact of any interventions for reporting up the governance structure.

3.11 The proposed streamlined model, including the key functions of each group is outlined below (Fig 2). This model is supported and recommended by GLG (membership of GLG comprises representatives from Moray Council, NHS Grampian, Police Scotland, Moray Integrated Joint Board and TSI Moray). GLG propose that each grouping will be made up of staff with the required decision making authority from across the partnership including Health, Education, Social Work, Police, Commissioned 3rd sector organisations and community groups, as well as representatives from adult services with a remit to support parents/carers.

Fig 2.



Where relevant (relating to more vulnerable children, young people and families), the Wellbeing Partnership Group will link with the Child Protection Committee, the Corporate Parenting Strategic Group and Fairer Moray Forum.

Resource requirements

3.12 It is proposed to pilot the streamlined multi-agency locality planning model over a period of 18 months. In order to deliver the model existing locality planning resource within children’s services (funded by the partnership) will be refocused to deliver, quality assure and support the evaluation of the revised model.

3.13 The additional resource required to undertake the 18 month pilot and provide robust evidence of impact is detailed below.

Post	Rationale	Cost per annum
2FTE Network Coordinators (Grade 10)	Operating on an east/west basis, the post holders will provide advice and guidance to the named person and Lead professional to ensure all available and appropriate strategies and supports are explored and accessed. They will link, as required, with the locality networks to harness additional resources available within specific localities and direct cases which require targeted/more specialist interventions to MASH.	£119,550 (£179,262 for 18mths)
1 FTE Business Support (Grade 6)	To provide administrative support This includes supporting the development of the report card system between groups, collating data provided to produce activity and performance producing reports, liaising with those who have committed support to collate progress reports and supporting the evaluation of the model.	£12,875* (£19,313 for 18mths)
1 FTE Project Management Resource (Grade 12)	To manage the implementation and evaluation of the pilot as well as to support the development of the GIRFEC focus within the council as one of the three strategic pillars for Children's Services in Scotland (alongside UNCRC and The Promise).	£74,910 (£112,366 for 18 months)
External evaluation	To provide a robust independent evaluation of the pilot which will inform future decision making. External evaluator will also develop and implement a process to monitor shift in resource to early intervention and prevention **	£15,000
Total		£222,335 per annum (£333,502) for 18mths)

*There is currently 0.8FTE grade 4 Business Support Worker post in place. This would be replaced by 1FTE grade 6. The budget is the additional funding required for the grade 6 post

**A key component of the Realigning Children's Services Programme was a mapping of services and associated spend. This task proved to be complex

and was not fully completed. A requirement of the children's services planning process is to evidence a shift of resource to early intervention and prevention.

Resource in kind – Support from the Regional Quality Improvement Advisor to use QI methodology to deliver improvements throughout the 18 month pilot.

- 3.14 As a multi-agency planning arrangement there are links to children's social work services, schools and education support services within the Council as well as to a range of partner's service providers. It is proposed that the pilot streamlined locality planning model is overseen by the multi-agency grouping currently led by the Quality Assurance and Localities Manager. The Council social work services are under transition at present with a view to moving to management within the Health and Social Care Partnership. The ongoing management of the locality planning arrangements will be considered as part of the development of the pilot and the future plans for council children's services. Consideration will also be given to how the pilot and necessary resources can be mainstreamed within resources in the longer term should it be successful. This will include consideration of the resources currently aligned to partnership working across children's services and how these are best configured to meet needs in the future.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

This report relates to the following priorities; 'Provide opportunities where young people can achieve their potential to be the best they can be' from the Corporate Plan, 'Improving the wellbeing of children, young people and families' from the Children's Services Plan (2020-23) and 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal

No additional policy or legal implications follow from this report.

(c) Financial Implications

£272,000 additional general revenue grant was received in 2020/21 to support the mental health and wellbeing of children, young people and their families. The full amount has not been used and permission is therefore sought to use £200,426 of the slippage to support this 18 month pilot.

The remainder of the funding will come from the National Community Mental Health & Wellbeing supports funding linked to the National Community Mental Health and Wellbeing framework (reference paper to Committee on 18 November 2020 'Community Mental health and Wellbeing Supports and Services Framework')

(d) Risk Implications

The risks of not progressing with the implementation of this model are outlined below. The return to lockdown in January 2021 heightens these risks.

Risks to children and families in Moray	<ul style="list-style-type: none">• Existing unmet need escalates - existing needs cannot be adequately met with current resource.• Slow response time to emergent need further destabilises family and individual situations.• Slow response to need increases risk.• Inequity of access to resources and supports.• Complex systems are barriers to securing additional support and resources.
Risks to the children's services partnership	<ul style="list-style-type: none">• An un-coordinated, silo working approach to delivering and monitoring the Children's Services Plan emerges• Failure to shift resources on a partnership basis to early intervention.• Benefits of the responsive case management in the existing model is lost.• Case practice remains reactive rather than planned and responsive.• Delayed response to emerging intelligence• Areas of unmet need will not be identified in as timely a manner.• Scarce resources will continue to be allocated in the wrong place.• Maximising the potential for leveraging in additional funding based on need is lost
Risks to single agencies	<ul style="list-style-type: none">• Single agency resource continues to fail to meet demand as it remains focused on high level /crisis management.• Burn out of staff.• Single agency priorities/ responsibilities are not met.• Increased demand on adult services as needs continue into adulthood.

There are also risks in delivering the revised locality model across a partnership structure and these are also detailed below.

Risk	Mitigating Action Required
There is insufficient staff resource to fully engage in the various groupings which make up this model	<ul style="list-style-type: none"> GLG have committed to prioritise resource to pilot this model of delivery (At their monthly meetings in both December 2020 and Jan 2021)
Lack of understanding of how the model operates and each participants' role and functions within it	<ul style="list-style-type: none"> Robust induction process Implementation of multi- agency communication and engagement strategy
Not being able to effectively measure impact	<ul style="list-style-type: none"> Clear output and outcome reporting process in place Independent external evaluation Support from Regional QI Advisor
Insufficient resource allocated to support the pilot	<ul style="list-style-type: none"> Current resource sustained Additional resource sought

(e) Staffing Implications

To deliver this 18 month pilot the following temporary posts are required to be recruited on a fulltime basis:

- 2 Network Coordinator posts (grade 10), subject to confirmation of grades
- 1 Admin Support Worker (grade 6 – subject to confirmation)
- Project management resource is also required to support the implementation of the pilot and delivery of council Girfec responsibilities (1 FTE of a grade 12 project management post – subject to confirmation).

The current Grade 4 Locality Management admin post would no longer be required. It will be included in the wider change management process currently being undertaken across the Education Business Support Admin Team.

(f) Property Issues

There are no property issues.

(g) Equalities/Socio Economic Impact

A multi-agency system to identify and address the wellbeing needs of all children and families experiencing distress will help ensure needs are identified and addressed in a systematic and timely way. Gaps in provision and inequitable access to existing provision will be identified and addressed.

(h) Consultations

Consultations was carried out with Paul O'Connor (Principal Accountant), the Equal Opportunities Officer, Business Support Manager, the GIRFEC Leadership Group and the Chief Social Work Officer and any comments received have been incorporated into the report.

5. CONCLUSION

- 5.1 An 18 month pilot of the streamlined locality planning system within children's services should commence at pace to enable the delivery of an effective and efficient integrated system of early intervention health and wellbeing support for children and families across Moray.**

Author of Report: Susan Leonard, QA and Localities Manager
Background Papers:
Ref: SPMAN-1108985784-504



REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 3 FEBRUARY 2021

SUBJECT: TRANSITIONS TO ADULTHOOD POLICY

BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE

1. REASON FOR REPORT

- 1.1 To report to and seek approval from the Committee for the Transitions to Adulthood policy.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

2. RECOMMENDATION

- 2.1 It is recommended that Committee: -
 - (i) **scrutinises and approves the policy (APPENDIX A) for Transitions to Adulthood; and**
 - (ii) **agrees that in 12 months a report is presented to Committee which details the outcome of monitoring and review of the policy and which may make recommendation for any further indicated change to the policy.**

3. BACKGROUND

- 3.1 Previous reporting to Moray Council on 7 October 2020 (paragraph 4 of the minute refers) and 20 January 2021 (paragraph 6 of the draft minute refers), and to this Committee on 18 November 2020 (para 6 of the minute refers), reported the outcome of a complaint made to the Scottish Public Services Ombudsman (SPSO).

- 3.2 A RAG rated action plan presented for consideration advised that actions that had still to be completed were the revisions of the Continuing Care and Transitions Policies and following review and approval of those policies, there had to be consideration of the training needs of staff.
- 3.3 Each of these policies is presented for consideration for approval by this Committee. The continuing care policy is a separate item on this agenda.
- 3.4 As previously reported to Committee on 18 November 2020 (paragraph 6 of the minute refers), Friendly Access undertook a survey arising from the SPSO report and findings on the transition experiences of young people. Following on from their work, we invited Friendly Access to assist with the revision of the Transition policy and to lead a second consultation. Friendly Access' input ensured throughout the process that the areas for improvement highlighted in their first survey were addressed in the policy. Thereafter the second survey, which is attached, tested whether or not the policy addresses the improvement areas.
- 3.5 Friendly Access, acting together with a number of representatives of various departments and organisations, have had a significant part in the creation of the Transitions to Adulthood policy attached **Appendix A**.
- 3.6 The flow charts reflecting the processes, are attached at **Appendices C and D**. Appendix C is for looked after children. Appendix D is for children who are not looked after. These flow charts will be updated as training and additional feedback make the policy into practice.
- 3.7 Friendly Access led on the consultation on the policy, which was undertaken from late December 2020 until mid-January 2021. The outcome of that consultation is attached at **Appendix B**.
- 3.8 The policy is consistent with the principles and guidance of Getting it Right for Every Child and with child planning processes in Moray.
- 3.9 The overall purpose of the policy correlates closely to the Principles of Good Transitions: -
- Give young people the individual support they need when they need it. This is consistent with Principal 4: - All young people should get the support that they need and with Principal 6 Families and carers need support
 - Provide a standardised, recognisable process to support good communication between all parties. This is consistent with Principal 2: - Support should be co-ordinated across all services.
 - Provide a framework for smooth transition. This is consistent with Principle 3: - Planning should start early and continue up to age 25
 - Foster partnership working. This is consistent with Principle 5. Young people, parents and carers must have access to the information they need
 - Ensure transition planning is person- centred. This is consistent with Principle 1 of the Principles of Good Transition: - Planning and decision-making should be carried out in a person-centred way.

- 3.10 The response to the survey in the main was positive. Taken from the conclusion, "Going forward, it is very encouraging that this revised policy has reversed the 70% of respondents who previously felt that outcomes would not meet their needs to roughly that same percentage being positive about achieving satisfactory outcomes."
- 3.11 An issue for some of the respondents is the need for the policy to be evident in practice and not simply be aspirational.
- 3.12 The planned training sessions, 3 in March and one session in April will help ensure that staff are familiar with the policy and approach. Further sessions will be held as practice develops and to measure to what extent the objectives of the policy are being achieved.
- 3.13 Friendly Access are currently exploring and considering their input into these sessions.
- 3.14 It is considered that this policy may need revision. An example of this being how to achieve equity for children who are home educated. The policy does not include that group of children at this time. As part of the process of consultation it was highlighted that their needs require being considered. This may be the subject of another work stream.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

The Children's Services plan 2020/23 identifies improving outcomes for children as a key priority the Children and families and Justice Social Work service improvement plan identifies actions to be taken to support these improvements the Corporate plan (2020 update) identifies the following priorities:

Work with families as partners to give their children the kind of lives they want them to lead so that children grow up to be strong and resilient.
Improvement in children and young people's health and well-being

(b) Policy and Legal

The Council has statutory duties towards looked after children, children in need and children affected by disability in terms of Children (Scotland) Act 1995, as amended by the Children and Young People (Scotland) Act 2014.

(c) Financial implications

There are no direct financial implications associated with this report.

(d) Risk Implications

The risk is noted in the body of the report in that there was the requirement made by the SPSO to review policy for transitions.

(e) Staffing Implications

There are no direct staffing implications associated with this report.

(f) Property

There are no direct property implications associated with this report.

(g) Equalities/Socio Economic Impact

An equality impact assessment was carried out and found no negative impacts. It is considered that having refreshed the policy and training staff will positively impact on the outcomes of children who will benefit from this policy.

(h) Consultations

Chief Executive, Moray Council; Chief Social Work Officer; Head of Service, Children & Families & Criminal Justice Services; Senior Human Resources Adviser; Paul Connor Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer Equal Opportunities Officer and Glyn Morris, CEO Friendly Access have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

5. CONCLUSION

5.1 It is recommended that Committee approve the transition to adulthood policy and seeks a progress review in 12 months.

Author of Report: Jennifer Gordon, Corporate Parenting & Commissioning Manager

Background Papers:

Ref: SPMAN-1108985784-574



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Contents

- [Introduction](#) 3
 - [Policy aims](#)..... 3
 - [Policy Objectives](#)..... 4
 - [Principles of Policy](#)..... 4
 - [Rights of the Child/Young Person](#) 5
 - [Scope of Policy](#) 5
- [Transition services](#)..... 6
 - [High Level of Support](#) 6
 - [Medium Level of Support](#)..... 7
 - [Universal Support](#)..... 8
- [Processes](#)..... 8
 - [Timescales](#)..... 9
 - [Funding](#)..... 9
 - [Health and Social Care Funding](#)..... 9
 - [Self-Directed Support \(SDS\)](#)..... 9
 - [National Funding](#) 10
- [Key Responsibilities and Ways of Working](#) 11
 - [Meetings](#) 11
 - [Developing the Transition Plan](#)..... 11
 - [Partnership Working](#) 12
 - [Key Responsibilities](#) 13
 - [Supporting Procedures & Services](#) 13
 - [Data Protection](#) 14
 - [Freedom of Information \(FOI\)](#) 14
 - [Data Sharing](#) 14
 - [Complaints](#) 15
 - [Monitoring/Reviewing of Policy](#) 15
 - [Equalities and Human Rights](#)..... 16
- [Glossary / Terms used in this Policy](#) 17

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Introduction

[Transition](#) planning enables a young person to prepare for adult life. Whatever that life looks like for the young person, a range of factors must be considered such as housing, education, employment, impairments, and mental health issues. It is vital that family, the community, and professionals supporting the young person to identify their needs, aspirations and outcomes to enable a successful and smooth transition from childhood to adulthood. Every young person's needs, circumstances and aspirations will differ and change, and a transition process should identify the emerging and individual needs of the young person. Transition planning also needs to start early, be flexible, and reflect changing circumstances. Whilst valued contributions of parents/carers and staff supporting the young person are essential, emphasis on a [person-centred approach](#) towards the young person should be at the core, alongside empowering the young person's decisions, which should be respected at all times. Taking a person-centred approach also ensures the outcomes identified by that young person are achievable, realistic, available, and where appropriate, funded.

This policy sets out how we plan to provide, review, and develop services to support young people moving into adulthood. Furthermore, it assists in the assessment of need and planning and identifies resources available for those young people who require additional support during the transition and into adult services. Overall, the purpose of this policy is to:

- Give young people the individual support they need when they need it.
- Provide a standardised, recognisable process to support good communication between all parties.
- Provide a framework for smooth transition.
- Foster partnership working.
- Ensure transition planning is person-centred.

Transition planning is a part of the overall [Moray Child Planning Process](#), which is used to deliver the objectives of this policy. Moray Child Planning Process is used for all young people, no matter what level of support is required. This process promotes the use of a single plan to capture all transition needs and support for the young person.

For the purposes of this policy, service and care needs are defined as needs for [Additional Support Needs \(ASN\)](#) and with needs arising from a disability or health condition; a young person being, or having been, looked after or with any other needs a young person may have to successfully transition into adult life. For ease, to reflect the inclusion of children and young people, who are or who have been [Looked After Children \(LAC\)](#), the policy will use the term [Care Experienced](#).

Policy aims

The aims of this policy ensure that the planning and decision-making around transition takes place as early as possible, to achieve the best outcomes for the young person. The only way this can happen is to have the young person at the centre of the planning and decision-making. Therefore, staff who are working with the young person and their parents/carers must share their understanding and commitment to the person-centred approach. Sharing understanding, means that the young person and their parents/carers have the information they need to make informed decisions. The aim is to work together as a team with the young person at its centre to ensure that support is coordinated across all services to achieve a seamless transition to adulthood.

Policy Objectives

Transition planning involves anticipating and assessing future needs of the young person and planning for provision for any necessary support. Success depends on involving the right services and agencies in partnership with young people and their parents/carers.

Overall objectives for successful transition planning:

- Uses a person-centred approach to ensure that transition support positions and values the young person as an equal partner and team member in the process, taking full account of their views and needs, while supporting the young person to make decisions and develop skills and abilities to direct their own care and support over time.
- Ensures transition support is [developmentally appropriate](#), taking into account the young person's maturity, cognitive abilities, psychological status, long term condition needs, social and personal circumstances, caring responsibility, and communication needs.
- Ensures transition support is a [strengths-based approach](#), focusing on what is positive and possible for the young person and identifies support available including, but not limited to, their family or carers.
- Promotes staff in children and adult services to work together in an integrated way for a smooth and gradual transition for the young person.
- Develops joint transition protocols, information sharing processes and approaches to practice, with systems which proactively identify young people in need of additional transitional support needs.

Specific objectives of the policy are:

- Transition support needs are anticipated in time to enable effective planning to meet those needs.
- Support needs for transition, and thereafter, are delivered in line with agreed resources.
- Young people are enabled to achieve their personal outcomes.
- Uncertainties, including service provision and funding, around transitional planning are minimised.
- Support from [Corporate Parents](#) for [Care Experienced](#) Children and Young People will be equivalent to support expected from parents/carers.

Principles of Policy

The young person will be supported by the team round them, including staff and parents/carers to identify their key strengths and skills. Doing this includes identifying:

- What is important to the young person and what they want to do in the future?
- What support does the young person need, want and is eligible for?
- How will the needs and wants of the young person will be achieved?
- How decisions about their future are made?
- What risks may arise for the young person in achieving these outcomes and agreeing how these risks will be managed?

All of the areas identified will then be captured in the [Child's Plan](#). This Plan should also state how these aspirations and outcomes will be met as the young person moves into adulthood. Part of the process of early transition planning with the young person is to assist them to take and learn from risks associated with their decisions and actions; though every effort will be made to protect the young person and others from serious, avoidable harm.

Rights of the Child/Young Person

Children and Young People have legal rights to give their views and wishes and for these rights to be acknowledged and taken into consideration during transition planning. Generally, children of 12 years of age and over are presumed to be of sufficient age and maturity, though exceptions to this should be considered on a case-by-case basis. The [Children \(Scotland\) Act 2020](#) when fully in force will amend this presumption to ensure all children, if capable of doing so, can express their views. At the age of 16 years, all people, regardless of disability, legally gain adult status. Having adult status technically gives the person the right to make their own choices and decisions.

For young people with a disability, all involved in transition planning must recognise the adult status of the young person, while also recognising that the disability may impact on the young person's capacity. However, disability creates no basis for infringement of the rights attached to adult status.

Irrespective of adult status, each young person's maturity differs depending on their experiences and expectations placed on them to date. Therefore, transition from adolescence to adult maturity will happen at different ages. Given this, transition from child to adult services should be based on young people's developmental stage, rather than their biological age. For young people with complex needs, the team needs to work together to agree timing of changes: young people should neither be pushed into other services nor delayed in moving into other services which might better meet their needs.

Parents/carers with parental rights have legal responsibilities for their child, which must be acknowledged by others who are supporting the young person through transition. Parent/carer responsibilities are to provide guidance to the young person which continues until the age of 18, however their legal rights to make decisions and consent to matters on behalf of the child end when the young person is 16 years old.

Where the young person lacks capacity to make decisions on their own behalf, parents/carers can apply for Guardianship for the young person if aged 16 years or above. Guardianship allows the Guardians to look after and take decisions about the welfare and management of the young person. For anyone seeking Guardianship for a young person who lacks capacity, it is recommended that applications for Guardianship start at least 6 months prior to the young person's 16th birthday to allow enough time to obtain the necessary supporting documents required for the application. While Guardianship can be applied for before the young person reaches 16, it will not be granted before the young person reaches 16 years of age.

For young people who are care experienced, the corporate parenting duties for those who are supporting that young person may continue until the young person reaches the age of 26, if the young person requires ongoing support and assistance.

Transition planning starts before the young person has reached the age of 16 years therefore everyone involved in supporting the young person, must be alert to changes to who has the legal rights to offer

advice and guidance, or make choices and decisions on behalf of the young person within the context of the rights of the young person.

Scope of Policy

All young people, particularly those in need, affected by disability or looked after, have a legal right to transition support where this is for Universal or individual services. There are no fixed start or finish dates for transition planning. Yet, early transition planning and ongoing support throughout the process enables the young person to smoothly move from adolescence to adulthood, whatever their needs, abilities, or aspirations.

This policy reflects the universal assessment and support that is offered to all young people who would benefit from support, when they are moving through children's services. The policy is also for young people with more complex needs, including young people with disabilities and care experienced young people. At any time, if the young people or their parents/carers, or any other member of the team supporting the child/ young person considers that additional support would be beneficial, for whatever need, assessment and planning should progress to meet those needs, whether they be shorter or longer term needs.

This policy applies to all staff within Health and Social Care Moray and Moray Council including services for Children and Families; Education; Justice Services; and Communities and Organisational Development.

Transition services

In terms of thinking about the processes that may apply to support individual young people, the levels are described as: - high, medium, and universal support. However, the key issue to achieving the best outcomes through the most appropriate support is the assessment of the young person's needs. From there, the team working together in partnership agrees what supports are needed and from which service. Young people and their parents/carers will be part of the team working out the specific support needed. The following descriptions are given as indicated levels of support and qualifying criterion.

High Level of Support

Young people considered to have the high levels of need for support includes, but is not limited to, the following: young people who: -

- Have a [Co-ordinated Support Plan \(CSP\)](#).
- Are in a specialist placement such as a specialist unit, enhanced provision, or [special school](#).
- Have additional support needs arising from a disability as defined in the [Equality Act 2010](#).
- Are otherwise at risk of not making a successful transition such as care experienced young people.

For these specific groups of young people, an assessment and transition planning is required. Given the complexity of support already in place for these young people, it is likely, that support will come from multiple services as the young person moves into adult service provision. There are several supporting documents that are used to support planning.

Team members round the young person need to be aware of and work within all applicable; key policy, legislation and guidance and work in partnership. For instance, [Staying Put](#) in Scotland guidance for care

experienced young people, emphasises that the time of transition out of care should be when young people are sufficiently skilled and emotionally and psychologically equipped to do so. Young people who are looked after, subject to the outcome of a welfare assessment, can remain in their current placement until aged 21 under continuing care legislation. They are entitled to ongoing support, advice and guidance until aged 26.

For children who are placed out of Moray as looked after children for care needs, or children who are placed out of Moray for education needs, Moray remains their place of residence for the duration of the placement. For young people who are placed because of both care and education needs, they have a right to remain in that placement, provided the placement continues to be in the best interest of the young person.

Transition from a care setting should support young people to make a gradual shift towards independent living using staged introductions. If possible, this allows any young person who is moving from their current care placement to a future care base, the ability to move between the two placements.

Anyone aged 16 and over is entitled to apply for housing and receive a housing support service so they can live independent, safe, secure and respected lives in their own accommodation. Any offer of accommodation will comply with the current [housing allocations policy](#) with any support being provided in line with the [housing support service policy](#). Some young people with high support needs may decide to live independently, with support, assuming the young person has capacity to make the application, understand and adhere to the responsibilities of having a tenancy and engage with the support plan. Care experienced young people can also be considered under a [Scatter Flat Initiative](#) which allows the young person to move into their own accommodation, and provides a tenancy preparation programme with support in an attempt to achieve sustainable tenancy.

Once it is known that the young person wishes to progress towards independent living, housing staff should be included in transition planning. The housing service will assess eligibility, individual needs, level of support required, any identified risks and their ability to engage with that support. Any relevant circumstances to inform decision making about suitability of accommodation and any required adaptations to meet the needs of the young person will also be taken into account. As part of the consideration of appropriate housing, the housing service will provide advice about other housing providers: registered social landlords, private sector landlords and voluntary organisations.

For young people with high or complex support needs, transition planning should start from age 14 (and not less than 3 years before the young person's anticipated school leaving age). Transition support, services and planning can continue until the young person reaches the age of 26.

Medium Level of Support

Young people who have an [Individualised Education Plan \(IEP\)](#) or disability may require medium level of support. These young people will have some additional support needs but may not meet the eligibility criteria to qualify for statutory adult social care services and therefore the high level of transition support. Nonetheless, these young people will still have their support needs assessed through child planning meetings, or through a single agency plan which supports the process of transition and service provision planning. [Getting it Right for Every Child \(GIRFEC\)](#) wellbeing indicators are used to assess the young person's needs and consider any further processes which could be used to support the young person.

Where the young person meets the eligibility criteria to qualify for and needs to transfer to adult health services, staff members should make referrals to the relevant service as soon as possible. Additionally, where there are suspected undiagnosed conditions, referrals to health services will be made for diagnosis and assessment for support or treatment.

For young people who do not meet the criteria for statutory adult services, information, and signposting to alternative non-statutory services, including condition-specific support services should be available. If the young person has a long-term condition, they should be supported to manage their own condition as part of the overall transition plan.

It may be that the young person does not meet the eligibility criteria for a particular transition or adult service. In these cases, the current services working with the young person will continue to work in partnership to develop and review the transition plan to identify support which is available to the young person. This type of support may include giving the young person information on how they will be supported to develop and sustain social, leisure and recreational networks. Furthermore, young people should be put in touch with peer support groups, coaches or mentors.

As with young people with high support needs, transition planning should ideally start between ages 14-15 (depending on the young persons' anticipated school leaving age).

Universal Support

The [Pathway Planning](#) process within the universal support level takes place in school and supports all young people who require additional support with their transition. This process only applies to young people still in school and not those young people who have left school, such as care experienced young people. Care experienced young people who have left school have a separate pathway planning process to meet their needs.

School-based pathway planning is undertaken in meetings at school level and are separate to any planning meetings which may be taking place for individual young people. The purpose of the school-based meetings are to monitor and review the learner pathway of young people who need additional support to participate in learning, training or work (including equalities groups), from S3 until they leave school. Young people, who may need some support for [transitions](#), are identified and any agreed interventions and pathway support required for them is actioned by the relevant partner agency. The school-based meetings also review and track progress. During pathway planning meetings post school preferred routes are reviewed.

Any young person identified as needing some transition support through the school-based planning process are offered a range of work-related learning opportunities. These opportunities include sector days, industry visits, foundation apprenticeships, career ready programme and many more. Additionally, **Skills Development Scotland** provides universal career information, advice, guidance and employability services both within schools and at their centre in Elgin. Through coaching the young people, Skills Development Scotland assists young people to develop career management skills so they are empowered to navigate their own transitions throughout life and actively direct their career. Skills Development Scotland also provide employability support , information and links to local employers, labour market information, access to all learning and skill partner and information about funding. There is also a wide

range of training provision available for young people provided by a partnership network called [Moray Pathways](#).

For some young people, a person-centred and tailored learning plan of activities is required and this is co-ordinated by a keyworker from the **Moray Council Employability** team or an appropriate partner provider.

Processes

Any young person requiring transition support will have their needs assessed through Moray Child Planning Process and their needs will be recorded in their Child Plan. The plan is created in partnership with the young person at the centre of the planning process actively supported by parents/carers and staff team round the young person. It will:

- Be consistent with children's rights and the rights and responsibilities of parents/carers.
- Capture the young person's current and anticipated support needs, taking account of the young person's personal outcomes, wishes and aspirations.
- Identify the Lead Professional.
- Record roles, actions and timescales to implement the plan, by being clear of changes in service responsibilities for funding and service delivery.
- Agreed 6 months prior to expected school leaving date.

Timescales

Transition planning should start as early as possible, and not less than 3 years before the young person leaves secondary school. This timescale is particularly important for young people in the most vulnerable groups such as young people with a disability, complex needs and care experienced young people. For these young people, there are legal timescales which must be adhered to. These timescales are:

- Annual transition meetings should be held for young people who need additional support during this time. Meetings can be held more often if needs change during the year.
- Support and funding should be agreed at least 6 months prior to the young person leaving secondary education.
- There is no specific end date to transition and transition support can continue for some young people up to the age of 26.

Funding

Funding is considered on both a case-by-case basis and as a regularly planned process which enables funding organisations to plan, prepare and forecast significant resource requirements. There are several funding avenues available to support [outcomes](#) from transition planning.

Health and Social Care Funding

Funding from health and social care is allocated to those young people who are eligible for adult social care services. Where this is the case, funding packages will be agreed as part of the transition plan.

Self-Directed Support (SDS)

SDS provides individuals with greater choice, control and flexibility over the support they receive to meet their agreed outcomes. The SDS principles focus on putting the individual at the heart of the assessment process, working in collaboration with their allocated social worker and their parent/carer to identify personal outcomes, and how these are to be met in a person-centred way. SDS is the way in which long term support is delivered to the people who meet eligibility for social care support, determined through a social work assessment of need.

A needs assessment is completed by the allocated worker with participation from the young person, their parents or carer, to establish eligibility. If the assessment determines identified needs which may require funded support, a Supported Self-Assessment Questionnaire will be completed to identify an indicative budget. A monetary value, the indicative budget, is given to establish the amount of funding which may be available to meet the young person's agreed outcomes. The indicative budget is not an agreed amount or entitlement to that level of funding; it is only an indication of the level of funding which may be required to support needs and to meet outcomes. The indicative budget is also not fixed as this level of funding may increase or decrease dependent on the young person's changing needs identified in the review process.

Once the level of SDS funding is agreed, the young person and parents/carers are given a personal budget. This personal budget supports the young person to meet their personal outcomes. These personal outcomes are discussed and agreed by the young person, their parents/carers and allocated worker. Additionally, they discuss and agree how these outcomes can be met. From there, the individual will be able to choose one of four options available to manage their agreed personal budget. The options of SDS are:

- **Option 1** - Young person and parents/carers receive a direct payment to purchase the support they require, including a personal assistant.
- **Option 2** - Young person and parents/carers choose the support they require but the council pays for the service on their behalf. Alternatively, another organisation besides the council could manage the payment for the services; this arrangement is called Individual Service Fund (IFS)
- **Option 3** - The council decides how to spend the funding and arranges the support; this is called Arranged Services.
- **Option 4** - If wanted, the young person and parents/carers can choose a combination of two or more of the options for different parts of their support.

Whatever SDS option is chosen, the allocated budget must be spent to achieve the personal outcomes identified in the assessment and transition plan. The transition plan must also agree the timescales involved in obtaining the support and funding, particularly when the young person is transferring into adult social care services.

National Funding

There is a range of national funding available to support young people. For instance:

- **Scottish Independent Living Fund (ILF) Transition Fund** – supports disabled young people between the ages of 16-21 to take part in activities they may not have been able to before and help them become independent.
- **Additional Support Needs for Learning Allowance** – supports college students’ study and travel-related expenses which arise because of their disability.
- **Disabled Students' Allowance** - supports higher education students’ costs which arise because of their disability.
- **Community Jobs Scotland** – supports young people aged 16-29 with paid jobs in the third sector and a programme offering part time jobs to disabled young people.
- **Workplace Equity Fund** – promotes equality in the workplace.
- **Fair Start Scotland** – employment support services for young people with a disability, additional support needs, health condition or care experienced who struggle to find a job that meets their needs.

Key Responsibilities and Ways of Working

The goal of working together is to support the young person to live as a valued member of their community. Overall, there are 5 key ways of ensuring that transition planning is effective. These are: -

- Establish a single point of contact - This will be the lead professional who takes responsibility for all planning during the transition process.
- Start transition planning early – Begin at least 3 years before the anticipated school leaving date and, in some cases, continue ongoing transition work until aged 26.
- Information for young and their families - Provide information about transitions in an accessible way.
- Help the young person to explore accommodation options – Work in partnership with housing and care services to acquire appropriate and realistic housing options.
- Communication approaches - Use a person-centred approach focusing on what young people want and need moving away from a service-centred approach with young people as passive recipients.

More specific ways of working to ensure the best outcomes from the process are as follows:

Meetings

- Help prepare the young person and parents/carers for the meeting by providing information about the meeting format in sufficient time, so that they can reflect and prepare.
- Give information to the young person and parents/carers, prior to the meeting, about what they might expect from services and supports that may be available to them.
- Hold meetings in places which are welcoming to the young person (and parents/carers); places that are ideally of their choice.
- Support young people and parents/carers to be prepared and able to fully participate, by having clear and agreed agendas; ensuring that there are opportunities to ask and answer questions.
- Make time with the young person and parents/carers for a de-brief after the meeting.
- Ensure meetings are constructive where all parties are open and honest with each other.

- Information should be in an accessible format. It should describe the process and provide information of the support available before and after the transition.
- Use communication tools or methods appropriate to the needs of the young person to ensure their full input into the process.
- Given the current climate it may be that meetings are held virtually since face to face may not always be possible.

Developing the Transition Plan

- Build the Transition Plan to evidence that personal budgets are encouraging young people to meet or exceed their aspirations.
- Move from a traditional approach by using all the tools and skills available to staff, particularly social work staff who have a key role in assisting young people to connect with their communities.
- Actively research the services and opportunities available in the community, including directly contacting them, and share that knowledge with the young persons and parents/carers to enable them to make informed decisions.
- Recognise that achieving a fulfilling life is not easy and may come with significant hidden costs to the family. http://www.moray.gov.uk/moray_standard/page_79547.html
- Respect young people with disabilities by providing realistic and accurate advice and information about future support options.
- Plan early for transition to enable sufficient time to creatively consider what needs to happen for a smooth transition into adulthood.
- Establishing a school leaving date with the young person and parents/carers is an important part of the process and goal to work towards, however leaving dates should not be assumed nor fixed as circumstances may change.
- Ensure that the Transition Plan identifies likely or potential additional support that requires funding by relevant organisations at least 3 years prior to the young person leaving school.
- Celebrate successful outcomes with young people.

Partnership Working

By working with Getting it Right for Every Child principles, the following achievements will be met:

- Work with families to enable young people to be empowered in preparing them for independence, supporting a whole life approach as the young person moves into adulthood.
- Plan for the young person's life in partnership with the young person and their parents/carers and other staff working and supporting that young person, particularly colleagues in education who may know the young person well and are able to encourage the young person to self-advocate and be active in the planning for their future.
- Ask the young person how they would like their parents/carers to be involved in the transition planning.
- Discuss the expectations of transition with young people and parents/carers at the outset of transition planning.

- Enable family leadership by assisting the young person and their parents/carers to find solutions to difficulties as they arise, taking care to ensure that these difficulties do not escalate.
- Value and build on the input from families, including extended family members, as these are the people that are constant in the young person's life.
- Inform health and social care colleagues at the earliest opportunity of any resources required to support young people who are eligible for adult social care.
- Ensure clear, informed, professional leadership and coordination throughout the process.
- Children and adult service managers should ensure that a practitioner from the relevant adult service meets the young person before they transfer from children's services.

Key Responsibilities for services

- The Lead Professional in Children's Services ensures clear professional leadership and coordination including sharing relevant information in line with [Data Protection](#) legislation.
- The Lead Professional coordinates the child planning meetings as well as the transition process inviting all relevant others to contribute to the child's plan and meetings.
- If the young person is eligible for adults' services, the adult services social worker will provide the young person and parents/carers with information about different ways to manage their care and support.

Supporting Procedures & Services

- **Pathways Planning in school** – Use this to capture the needs of the young person, research opportunities for potential support and be creative in getting the right support, at the right time, in the right format, to achieve the best outcomes. <https://moraypathways.co.uk/training/>
- **Pathways Planning for care leavers** – This is a statutory requirement, consistent with the duties in part 10 of the Children and Young People Scotland Act 2014. <https://www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/>
- **Adult Eligibility Assessment** - If the young person is likely to transfer to adult care services, a needs assessment against the eligibility criteria should be undertaken as part of the transition process and included in the child's plan as it progresses. http://www.moray.gov.uk/moray_standard/page_79484.html
<http://www.moray.gov.uk/downloads/file79352.pdf>
- **Continuing Care** - Looked After Children who wish to remain in their current placement can ask to do so up to the age of 21, subject to completion of a welfare assessment and the placement being available to them.
- **Transition Panel** – This is an internal process. The panel meets every 6-8-weeks to consider the projected needs of future service provision. This panel agrees the date at which adult services will have responsibility for funding, rather than children's services.
- **Resource Allocation Panel** – The Panel makes decisions on funding care and support packages. This Panel also considers SDS funding.

- **SDS Self Assessment Questionnaire and Social Work Assessment** - To establish eligibility for SDS, young people and parents/carers along with their lead professional need to complete both the Self-Assessment Questionnaire and the needs Assessment to establish eligibility.
- **Clinical Nurse Specialists (Paediatric)** - Co-ordinates joint outpatient clinic appointments for children/young people where adult service consultants and specialist nurses are present. A number of the teams have adopted the Southampton `Ready, Steady, Go` transition documentation to aid discussion on lifestyle issues.
<http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx>
- **Mental Health Services** - Specialist Mental Health assessment, care and treatment for anyone under the age of 18 is provided by the **Child and Adolescent Mental Health Service (CAMHS)**. When an individual reaches 18 years of age and has new or ongoing significant mental health needs, referral must be made by the GP or by CAMHS (if they are already delivering care and treatment to the young person). The referral and eligibility criteria for CAMHS is: -
<http://www.moray.gov.uk/downloads/file120801.pdf>
- **Mental wellbeing** - Community based services are an important resource for consideration in the development of transition plans and forms part of the tiered model to provide the right level of support, from the right place at the right time. It will not always be necessary for identified needs to be met by formal health and social care services. The following link may be useful -
<http://www.discoverpathwaysmoray.org.uk/>
- **Guidance on Health Assessments for Looked After Children and Young People in Scotland** -
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2014/05/guidance-health-assessments-looked-children-scotland/documents/guidance-health-assessments-looked-children-young-people-scotland/guidance-health-assessments-looked-children-young-people-scotland/govscot%3Adocument/00450743.pdf>
- **Advocacy** – Independent advocacy is an option and should be made available to ensure supported representation of the young person’s voice.

Data Protection

All staff working to deliver this policy will adhere to the requirements of the Data Protection Act 2018 in relation to obtaining, recording, storing, using and destroying information. Each service must ensure that personal data is processed fairly and lawfully; used only for the intended purposes; and only use relevant information. Each service will ensure that information held is accurate and kept up to date, where required. Each service will ensure that appropriate measures are taken to prevent the unauthorized or unlawful use of any ‘personal information’.

Where data will be used for purposes of reporting or audit, this will be made explicit to young people and their parents /carers.

Any individual can make a data access request to obtain information about the data held on them by any Scottish public authority. Requests using Freedom of Information (FOI), Data Protection Act (DPA), or **General Data Protection Regulation (GDPR)** can be directed to the relevant organisation at info@moray.gov.uk or by accessing the following link -
http://www.moray.gov.uk/moray_standard/page_41220.html

Freedom of Information (FOI)

The organisations will adhere to the Freedom of Information (Scotland) Act 2002 which gives a general entitlement to request information from any Scottish public authority who holds that information to be given that information.

Noted above, any individual can make a subject access request to obtain information held about them by any Scottish public authority. Requests should be made to the FOI/DPA team in the relevant organisation.

Data Sharing

Transition planning requires information to be shared across and between staff within the same or different organisations. All staff will adhere to confidentiality guidelines and data protection legislation. Young people and parents/carers will be asked for their permission at various stages in the process to share relevant information to those staff involved in the transition process. However, at any point in the process, if staff believe that a young person is at risk, or at risk of harming others, this information must be given to appropriate agencies.

Complaints

All staff will have knowledge of the Model Complaint Handling Procedures as well as the Council's Complaints Procedure. http://www.moray.gov.uk/moray_standard/page_1379.html

Disputes between services are referred to the Head of Service/Director of Health and Social Care Moray, senior staff in NHS Grampian or senior staff within Moray Council, whichever is most appropriate. Where there is a disagreement between Heads of Service on any aspect of transition planning that cannot be resolved through inter-departmental discussion, the matter is referred to the Chief Officer of Moray Integrated Joint Board.

Monitoring/Reviewing of Policy

This policy will be monitored against specific objectives. The objectives are consistent with the principles for good practice for transitions. <https://scottishtransitions.org.uk/7-principles-of-good-transitions/principles-into-practice/>

The objectives to be measured are:

1. Transitional and continuing support needs are anticipated in time to enable effective planning to meet these needs through:

- Completion of assessment of need.
- Agreed transition plan setting out how those needs will be met.
- Completion of assessment and transition plan in place at least 6 months before the anticipated school leaving date for the young person.

2. Resources underpinning the transition and continuing support needs are agreed and met through:

- Consistent outcomes identified by the young person and captured in the transition plan are achieved.
- Funding is agreed and available.

3. Uncertainties for the young person, parents/carers and service providers are minimised through:

- Young people and parents/carers are satisfied with the transition plan and its implementation.
- Any disputes are resolved as early as possible or referred to the appropriate organisation for arbitration.

In addition to performance monitoring, the services routinely involved in transition planning will share generalised information about emerging needs and trends as they are identified. The range and volume of services being deployed to meet those needs and their associated costs.

This policy will be reviewed annually or when policy, guidance, or legislation changes.

Equalities and Human Rights

Health and Social Care Moray, Moray Council and NHS Grampian do not discriminate on any grounds; they advocate for and are committed to equalities; and recognise their responsibilities under the Equalities Act 2010 and the related Public Sector Duty.

The organisations will ensure that information is produced in plain English and, where needed, in a variety of formats and languages. Translation services are available if required. Every effort will be made by the organisations to remove any physical barrier that prevents face to face communication.

Public authorities must ensure that when discharging their functions, they do not act in a manner which is incompatible with the rights outlined in the Human Rights Act 1998. All parts of this policy and associated providers comply with obligations within the Human Rights Act 1998.

Data will be gathered to inform future transition planning and commissioning of services. Data from education, health and social work will be used to build a picture of the type of support required. Further data will be analysed to understand who has been receiving support from children's services, but who are not eligible for adult services, to build support for those young people. Data includes: -

- Resources available in primary care, education and social work.
- Young people who do not meet eligibility criteria for support from adult services and those for whom services are available for another reason.
- Information will be gathered for young people with varying impairments/ conditions, i.e. neurodevelopmental disorders, cerebral palsy, behaviours that challenge, supported with palliative care, etc.

Glossary / Terms used in this Policy

Additional Support Needs (ASN) - All children and young people need support to help them learn.

Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life

after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to; **disability or health, learning environment, family circumstances, social and emotional factors.**

The Education (Additional Support for Learning) (Scotland) Act 2004 informs practitioners and organisations of their duties, and parents of their rights, in respect of the provision of support for children and young people.

<http://education.gov.scot/parentzone/additional-support/what-are-additional-support-needs/>

<http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/>

Advocacy - Advocacy is about supporting a child or young person to express their own needs and views and to make informed decisions on matters which influence their lives. Advocates do not make choices for children – instead, they support children and young people to make their own choices.

<http://www.gov.scot/publications/childrens-advocacy-guidance/>

CAMHS - NHS Scotland Child and Adolescent Mental Health Services (CAMHS) are multi-disciplinary teams that provide (i) assessment and treatment/interventions in the context of emotional, developmental, environmental and social factors for children and young people experiencing mental health problems, and (ii) training, consultation, advice and support to professionals working with children, young people and their families.

All children and families should receive support and services that are appropriate to their needs. For many children and young people, such support is likely to be community based, and should be easily and quickly accessible.

Children, young people, and their families will be able to access additional support which targets emotional distress through Community Mental Health and Wellbeing Supports and Services. Community supports and services should work closely with CAMHS and relevant health and social care partners, children's services and educational establishments to ensure that there are clear and streamlined pathways to support where that is more appropriately delivered by these services.

<http://www.gov.scot/publications/child-adolescent-mental-health-services-camhs-nhs-scotland-national-service-specification/>

Care Experienced - Care experienced is an umbrella term which can mean children / young people who are: looked after at home through a Compulsory Supervision Order (CSO); looked after away from home in a residential children's house, in a foster placement or in a kinship placement (Looked After or Non Looked After); or previously looked after, where at some point in their lives they have had any of the above experiences. <http://education.gov.scot/media/gymf322m/childrenyoungpeopledefinitionsdoc.pdf>

Care Leaver - A Care Leaver is a young person who ceased to be looked after on, or at any time after, their sixteenth birthday.

" <http://www.gov.scot/publications/supporting-young-people-leaving-care-scotland-regulations-guidance-services-young/pages/3/>

Child's Plan - A personalised child's plan is available when a child needs a range of extra support planned, delivered and co-ordinated. <http://www.gov.scot/policies/girfec/childs-plan/>

Co-ordinated Support Plan (CSP) - A number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education authorities and other agencies in order that their needs can be met. This support is co-

ordinated through the provision of a co-ordinated support plan. Coordinated support plan is a statutory document which is subject to regular monitoring and review for those children and young people who have one. <http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/6/>

Continuing Care - A young person born after 1 April 1999 who is looked after in foster, kinship or residential care is eligible to remain in their current care placement until they turn 21. This is called Continuing Care. <http://www.gov.scot/policies/looked-after-children/children-leaving-care/>

Corporate Parenting - Corporate parenting is "the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers". A good corporate parent will want the best outcomes for their looked after children, accept responsibility for them, and make their needs a priority. <http://www.gov.scot/policies/looked-after-children/corporate-parenting/>

Developmentally appropriate - Developmentally appropriate care and support considers the young person as a whole, addressing their biological, psychological and social development in the broadest terms. <http://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-pdf-1837451149765>

Educational Placement / School Placing Request - Most children and young people will attend a school nearest to where they live. If a child has additional support needs, the council has a duty to grant a request for a place in a specified school, unless there are statutory grounds for refusal that must be explained to you in writing. You can make a request for a special school (this includes independent and grant-aided, as well as council special schools) or a mainstream school. If the specified school is an independent special school, in Scotland or elsewhere in the United Kingdom the home authority must, in most cases, must meet the fees and other costs. <http://www.gov.scot/publications/choosing-school-guide-parents-nov-16/pages/2/>

Equality Act 2010 - The [Equality Act 2010](#) legally protects people from discrimination in the workplace and in wider society. It is against the law to discriminate against anyone because of: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, [disability](#), race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation. These are called 'protected characteristics'.

You are protected from discrimination: at work, in education, as a consumer, when using public services, when buying or renting property, as a member or guest of a private club or association.

You are also protected from discrimination if; you are associated with someone who has a protected characteristic, for example a family member or friend, or you have complained about discrimination or supported someone else's claim.

General Data Protection Regulation (GDPR) - The processing of personal data. GDPR broadens that scope to include online identification markers, location data, genetic information and more. <http://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/key-definitions/what-is-personal-data/>

Getting It Right for Every Child (GIRFEC) - A national approach to improve outcomes and support the wellbeing of children and young people by offering the right help at the right time from the right people.

<http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/4/>

Guardian / Guardianship - This is a court appointment which authorises a person to act and make decisions on behalf of an adult with incapacity.

<http://www.publicguardian-scotland.gov.uk/guardianship-orders>

Housing Allocation Policy – This policy explains the way council housing is allocated.

<http://www.moray.gov.uk/downloads/file122433.pdf>

Individual Education Plan (IEP) - An individualised educational programme (IEP) is a written document that outlines the steps to be taken to help a child or young person with additional support needs to achieve specified learning outcomes.

" <http://education.gov.scot/parentzone/additional-support/how-schools-plan-support/types-of-plan/>

Lead Professional - Where there is a Child's Plan and targeted interventions to support a child or young person and parents, there will be a Lead Professional to co-ordinate that help.

<http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/4/>

Looked After Children (LAC) - 'Looked after children' are defined as those in the care of their local authority. There are many reasons children may become looked after, including: they face abuse or neglect at home; they have disabilities that require special care; they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK; or they have been involved in the youth justice system. <http://www.gov.scot/policies/looked-after-children/>

Moray Child Planning Process - This process is used by staff in the transition process as a tool to deliver the objectives of the transition policy. http://www.moray.gov.uk/moray_standard/page_102559.html

Pathway Planning (Moray Pathways) - For further information about the range of provision, please use the following link - <http://pathways.co.uk/training>

Ordinary Residence - A person's ordinary residence is the local authority area in which a person and/or their family reside. The local authority in which that person is an ordinary resident is financially responsible for the community care services for that person. <http://www.gov.scot/publications/community-care-ordinary-residence-determinations/>

Outcomes - Outcomes are defined as what matters to people using services, as well as the end result or impact of activities, and can be used to both determine and evaluate activity.

<http://www.gov.scot/publications/national-health-wellbeing-outcomes-framework/>

Person-centred approach - This means seeing the person using care and support as an individual and an equal partner who can make choices about their own care and support.

<http://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-pdf-1837451149765>

Special Schools - Special schools are schools whose sole or main purpose is to provide education especially suited to pupils with additional support needs. Units or bases which are attached to mainstream schools (and which are wholly or mainly for pupils with additional support needs) are in law, captured within the definition of a special school.

" <http://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/4/>

Strengths-based - Strengths-based practice involves the person who uses services and the staff who support them working together to achieve the person's intended outcomes, in a way that draws on the person's strengths.

<https://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-pdf-1837451149765>

Throughcare / Aftercare - Throughcare/aftercare service is a service for young people leaving care to enable the young person to make a successful transition to independent adult living. This means the young person must be empowered to make decisions and take control of their lives. To do this they must be at the heart of the assessment and planning process and fully involved in all aspects of their own throughcare and aftercare. <http://www.gov.scot/publications/supporting-young-people-leaving-care-scotland-regulations-guidance-services-young/pages/3/>

Transfer - The actual point at which the responsibility for providing care and support to a person moves from a children's to an adults' provider.

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<http://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-pdf-1837451149765>

Transition - The process of moving from children's to adults' services. It refers to the full process including initial planning, the actual transfer between services, and support throughout.

<http://www.nice.org.uk/guidance/ng43/resources/transition-from-childrens-to-adults-services-for-young-people-using-health-or-social-care-services-pdf-1837451149765>

Transitions - Within almost all schools, children and young people will encounter changes and transition from each stage to stage. Whatever the form of change and transition, all children and young people are entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide and also support in moving into positive and sustained destinations beyond school.

<http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/7/#page-top>

Scatter Flat Initiative - An initiative where care leavers have the opportunity of a short assured tenancy, to develop their independent living skills, with support.

Staying Put - National guidance to support looked after children and care experience young people to remain in their current placement. <https://www.gov.scot/publications/staying-put-scotland-providing-care-leavers-connectness-belonging/>

General Timescales - Additional support for learning: statutory guidance 2017

www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/7/



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PUBLIC CONSULTATION
REPORT - January 2021



FRIENDLY ACCESS PUBLIC CONSULTATION SURVEY REPORT – ‘TRANSITIONS TO ADULTHOOD’ POLICY (DRAFT) – JANUARY 2021

Friendly Access has now undertaken two surveys on transition from adolescence to adulthood.

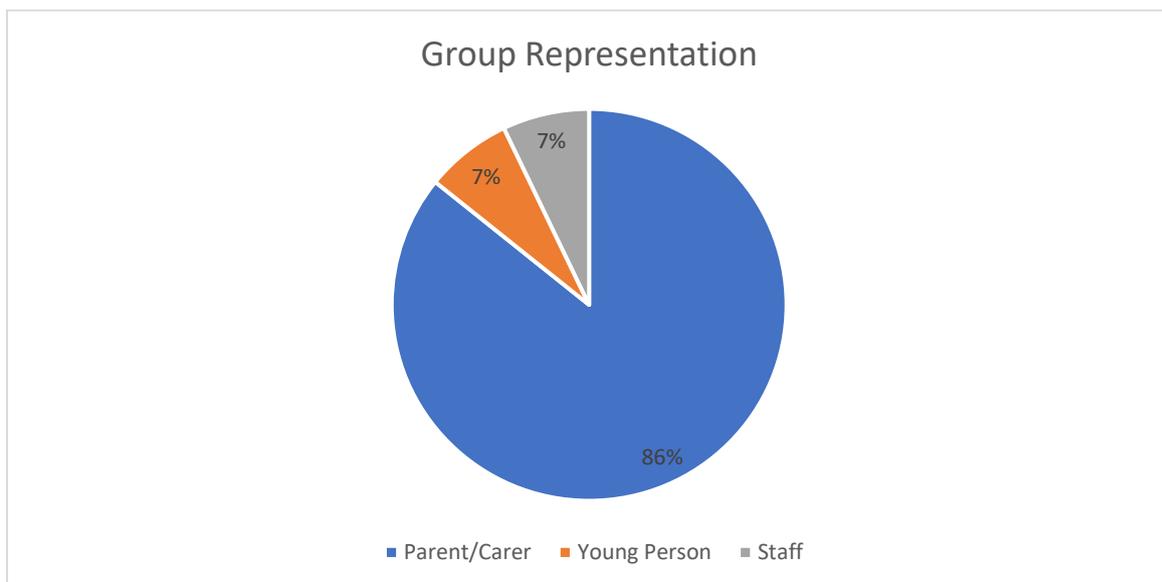
- [Moving young people with Additional Support Needs \(ASN\) from council-run Children’s Services to Adult Services](#) (August 2020)¹
- Transitions to Adulthood Policy (draft) - Public Consultation Report (January 2021)

The first survey gathered the experiences of parents, carers and young people pre, current, and post transition planning. Building on the first survey, the second survey explores the issues highlighted to discover if the re-drafted transitions policy would potentially improve experiences and expectations of young people and their families, if the policy meets approval.

Transitions to Adulthood Policy (Draft) - Consultation Report Summary

A total of 42 responded to the survey; an increase of 64% from the previous survey. Parents/ carers made up 85.7% (compared to 100% from the previous survey) of respondents with equal numbers from young people (7.1%) and staff (7.1%).

All 42 (100%) respondents are from within Moray.

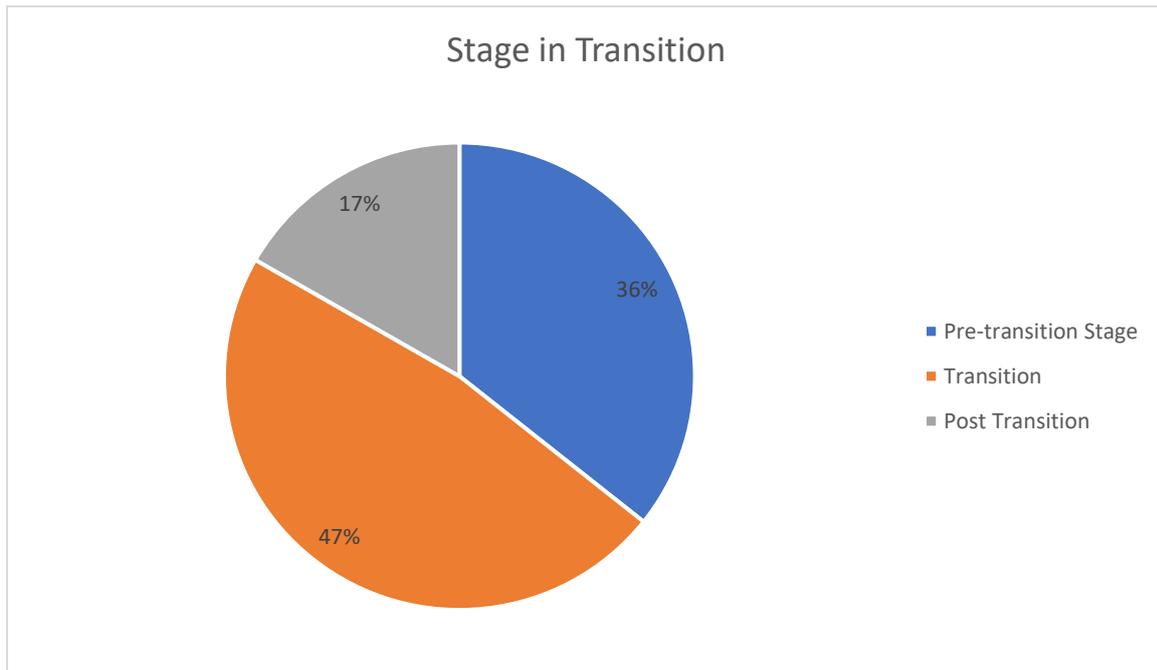


Parent/Carer = 36 (85.7%), Young Person = 3 (7.1%), Staff = 3 (7.1%), n=42

¹ <https://friendlyaccess.org/wp-content/uploads/2020/09/Transition-Planning-Report-v1.4.pdf>

The majority of respondents are either pre-transition stage (35.7%) or in the transition stage (47.6%) with only a few respondents who have left school (16.7%). While the transition stage has a similar percentage of respondents (50%) in the previous survey, there is almost a reversing of respondents from the first survey to the second survey with post transition stage (31% compared to 16.7%) and pre-transition stage (19% compared with 35.7%).

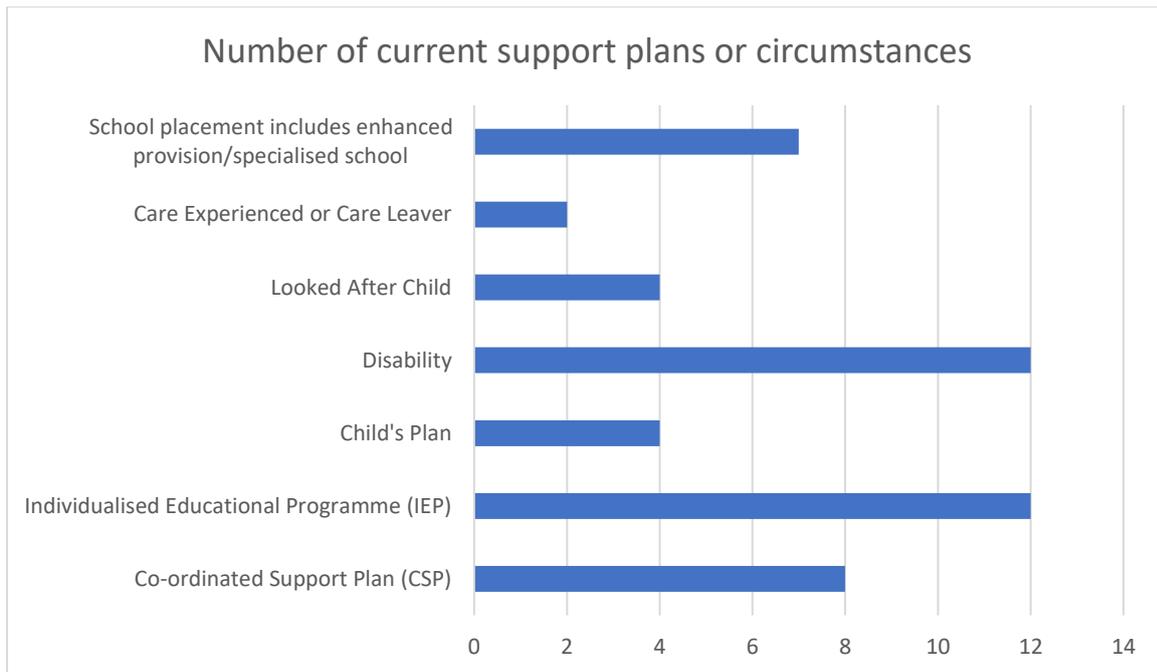
With the majority of respondents currently in or at a future transition stage, it would appear that the views of those people who will be impacted by the re-drafted policy has been reached.



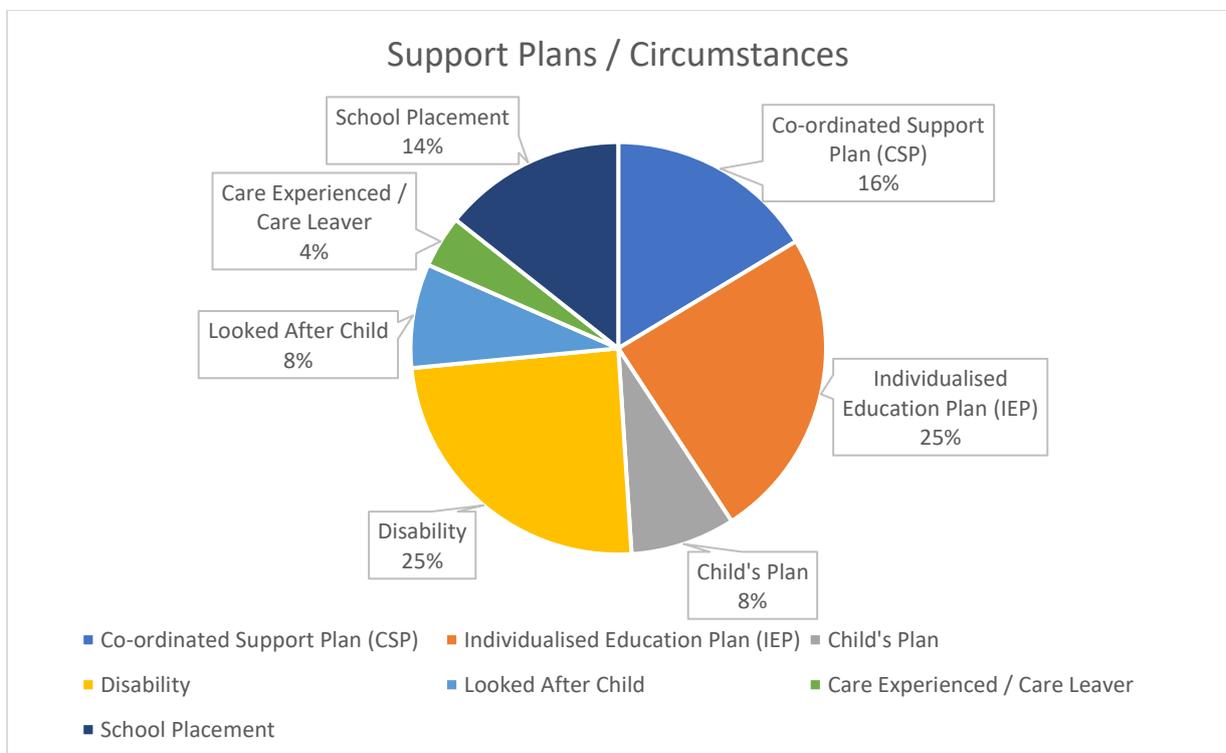
Pre-transition stage (4 years before leaving secondary school) = 15 (35.7%), Transition (1-3 years before leaving secondary school) = 20 (47.6%), Post transition (left secondary school) = 7 (16.7%)

As young people may have a number of support plans currently in place, respondents were asked to tick as many as applied. 60% of respondents have at least one support plan or circumstance with 40% having not ticked any option.

Since the policy covers transitions for all young people, the respondents represent a wide range of circumstances from the most complex circumstances requiring high level of transition support to no additional needs requiring a lower level of support from universal services.



Individualised Educational Programmes and Disability are the most popular responses receiving around a quarter of the responses. Compared to the previous survey which asked a similar type of question, the Individualised Education Programme was given by half of the respondents. From both surveys a similar percentage are stated for Co-ordinated Support Plans (16.3% compared to 15%) and Looked After Children (both at 8%)



Co-ordinated Support Plan = 8 (16%), Individualised Education Plan = 12 (25%), Child's Plan = 4 (8%), Disability = 12 (25%), Looked after child = 4 (8%), Care Experienced/ Care Leaver = 2 (4%), School placement = 7 (14%)

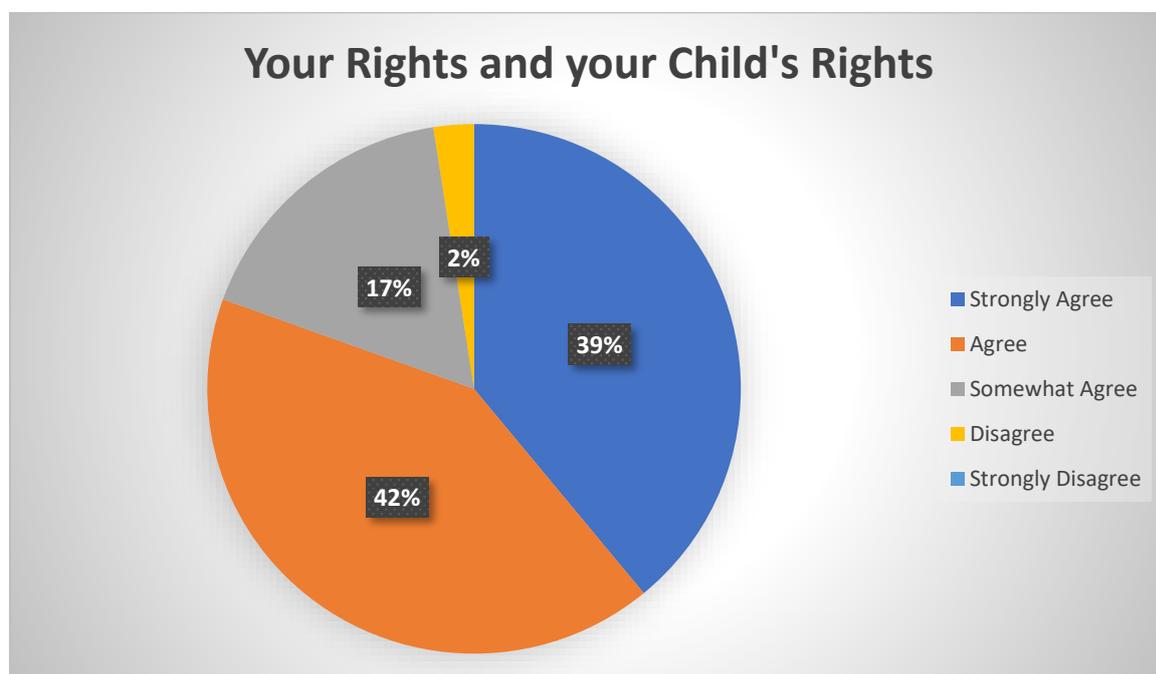
Policy context

We asked if this policy or relevant section clearly outlined the following:

Does this policy or relevant section clearly outline:

- Your rights and your child's rights

Almost 80% of respondents agree (39%) or strongly agree (41.5%) they would know their rights compared to the previous survey in which 67% were unsure of their rights. However, this still leaves about 1 in 5 respondents not totally clear about their rights to transition support.



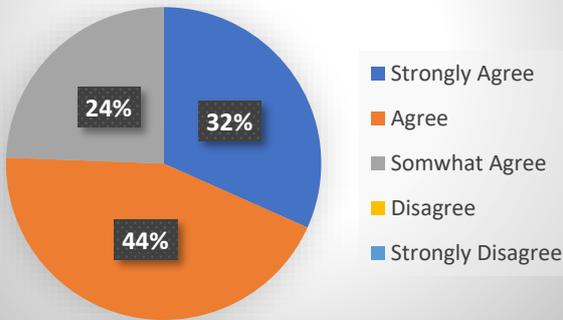
Strongly Agree = 16 (39%), Agree = 17 (42%), Somewhat Agree = 7 (17%), Disagree = 1 (2%), Strongly Disagree = 0 (0%)

Does this policy or relevant section clearly outline:

- Who qualifies for transition support and services
- What level of support to expect
- How to access services and support
- What options you have

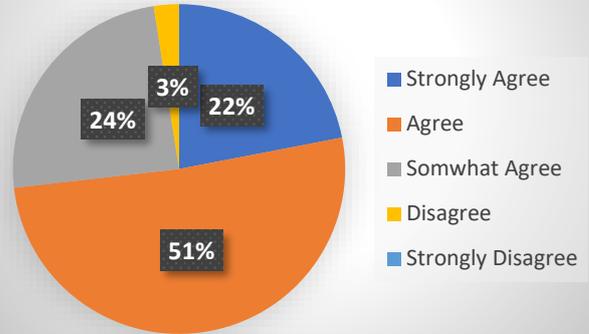
3 out of 4 respondents either agree or strongly agree that they are clear who qualifies for support and the level of support expected with no respondents disagreeing. However, the respondents are less clear about accessing services and support and their future options with a small number of respondents disagreeing or strongly disagreeing. While these are better results than the previous survey where 88% of respondents did not understand information around their options, these results imply that two sections ('how to access services, support' and 'what their options are') could be clearer in the policy.

Who qualifies for Transition Support & Sevices



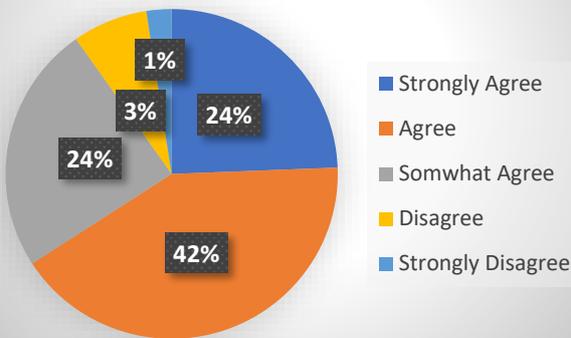
Strongly Agree = 13 (31.7%), Agree = 18 (43.9%), Somewhat Agree =10 (24.4%), Disagree = 0 (0%), Strongly Disagree = 0 (0%)

What level of support to expect



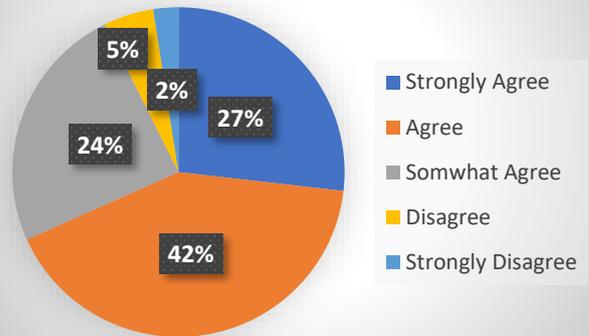
Strongly Agree = 9 (22%), Agree = 21 (51.2%), Somewhat Agree =10 (24.4%), Disagree = 1 (2.4%), Strongly Disagree = 0 (0%)

How to access Services & Support



Strongly Agree = 10 (24.4%), Agree = 17 (41.5%), Somewhat Agree =10 (24.4%), Disagree = 3 (7.3%), Strongly Disagree = 1 (2.4%)

What options you have

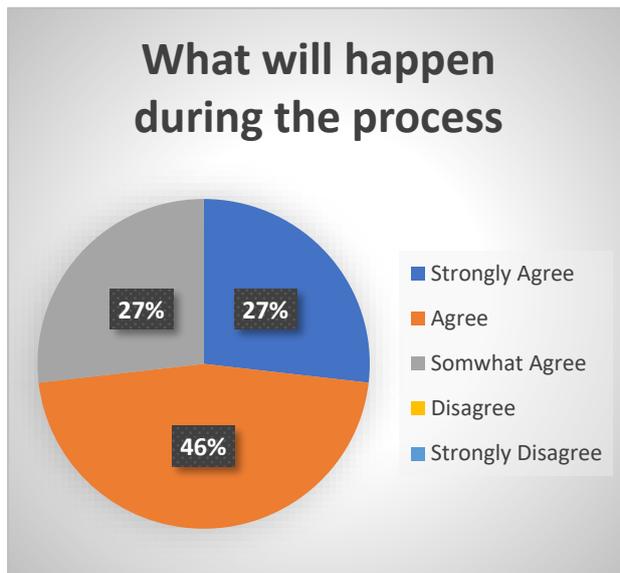


Strongly Agree = 11 (26.8%), Agree = 17 (41.5%), Somewhat Agree =10 (24.4%), Disagree = 2 (4.9%), Strongly Disagree = 1 (2.4%)

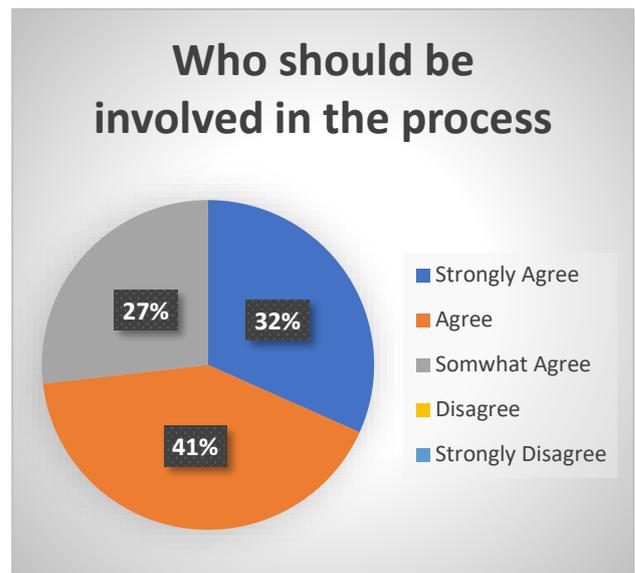
Does this policy or relevant section clearly outline:

- What will happen during the process
- Who should be involved in the process

The majority of respondents agree (41.5%) or strongly agree (31.7%) that they understood what would happen during the transition process and who would be involved with no one disagreeing. Nonetheless a quarter of respondents are only somewhat clear about the processes as outlined in the policy leaving the potential to review these sections to provide more clarity.



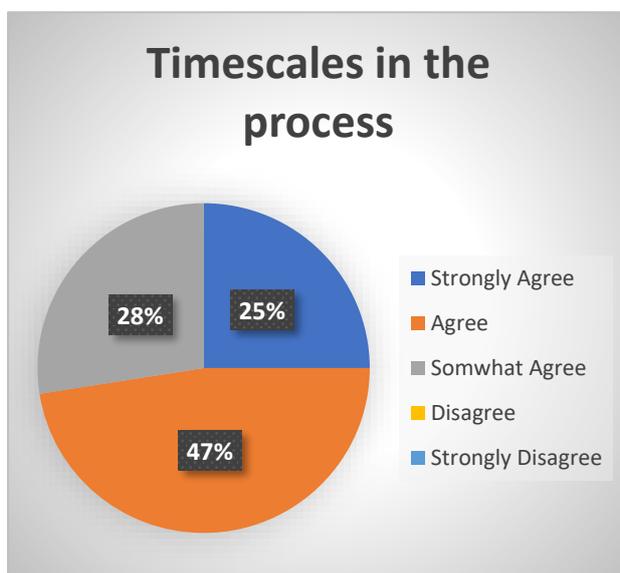
Strongly Agree = 11 (26.8%), Agree = 19 (46.3%), Somewhat Agree = 11 (26.8%), Disagree = 0 (0%), Strongly Disagree = 1 (0%)



Strongly Agree = 13 (31.7%), Agree = 17 (41.5%), Somewhat Agree = 11 (26.8%), Disagree = 0 (0%), Strongly Disagree = 0 (0%)

Does this policy or relevant section clearly outline:

- Timescales in the process

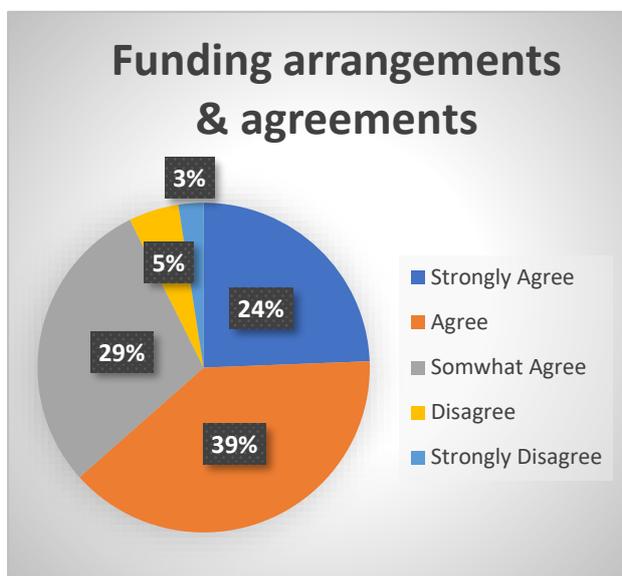


Similar to the results in the process, all respondents are at least somewhat clear about the timescales.

Strongly Agree = 10 (25%), Agree = 19 (47.5%), Somewhat Agree = 11 (27.5%), Disagree = 0 (0%), Strongly Disagree = 0 (0%)

Does this policy or relevant section clearly outline:

- Funding arrangements and agreements



Compared to the sections on the processes and timescales in which around 73% of respondents agree that the policy is clear, 10% less respondents agree that information on funding is clear with almost 30% being only somewhat clear, 2 respondents disagreeing and 1 respondent strongly disagreeing. This section should be reviewed to provide more clarity.

Strongly Agree = 10 (24.4%), Agree = 16 (39%), Somewhat Agree = 12 (29.3%), Disagree = 2 (4.9%), Strongly Disagree = 1 (2.4%)

The survey asked, 'Is there any other topic which you think should be covered in the policy?'

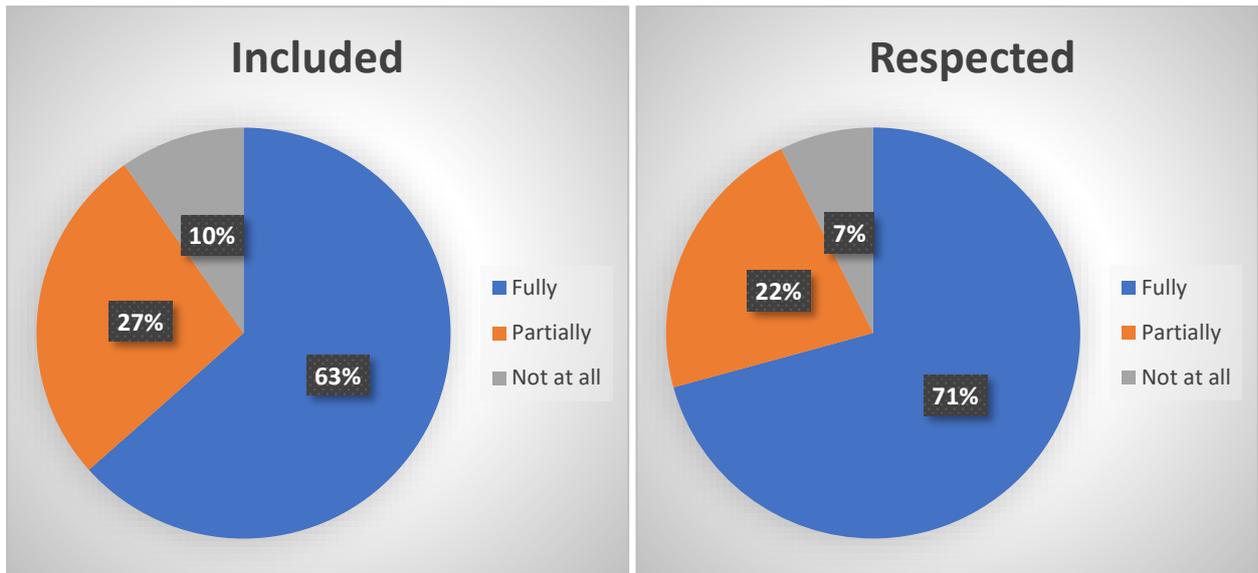
Only 2 respondents provided additional information, and no one provided additional comments on any of the questions above.

We asked, 'If the policy is approved and implemented as described, would you feel that you and your child have been:

- Included
- Respected

According to the previous survey, over half of the respondents did not feel included (58%) nor respected (54%); and no one (0%) felt fully supported. Encouragingly, the re-drafted policy has given the respondents better hope for feeling fully included (63.4%) and respected (70.7%). However, almost a quarter still feel they would only be partially included (26.8%) and respected (22%). More concerning is that almost 1 in 10 would still not feel included at all (9.8%) and a smaller percentage (7.3%) not respected.

While the majority of responses anticipated a positive experience of being included and respected, the positive response rate was lower than the positive response rate to the clarity of the policy, particularly for feeling fully included. These results show the respondents, while indicating that the policy is clear, do not completely align their anticipated personal experience when the policy is implemented for them or their young person. This discord between the policy and implementation is perhaps an area to be explored further.

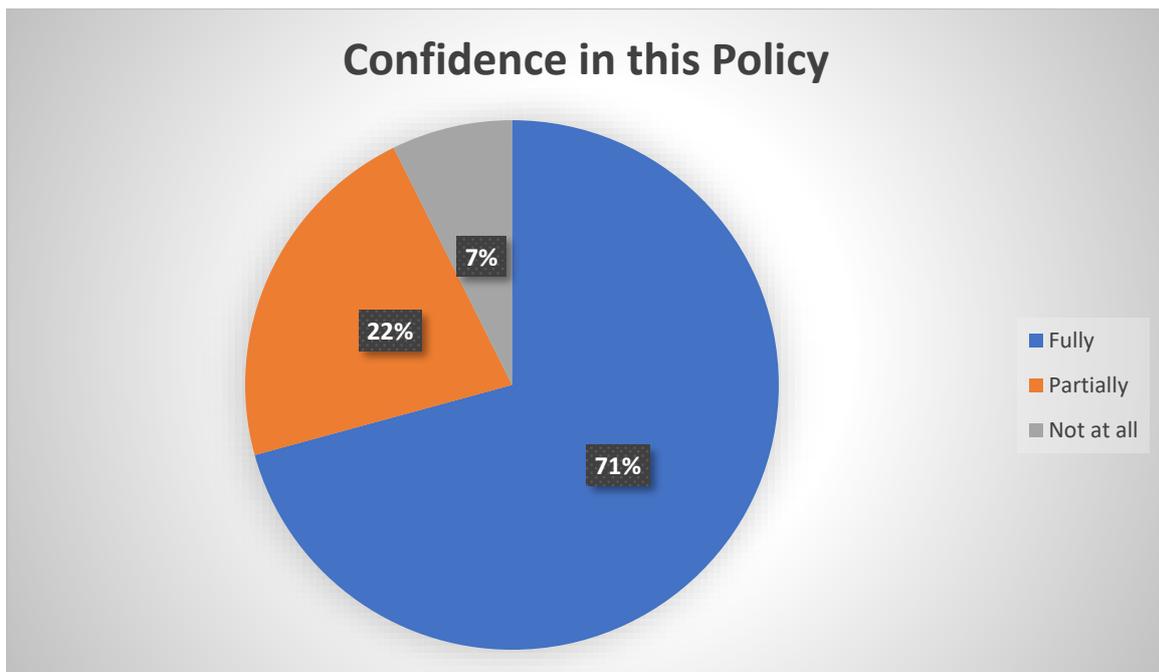


Fully = 26 (63.4%), Partially = 11 (26.8%),
Not at all = 4 (9.8%)

Fully = 29 (70.7%), Partially = 9 (22%),
Not at all = 3 (7.3%)

Our final question was, ‘If the policy is approved and implemented as described, would you feel that you and your child would get the appropriate outcomes to support your child transitioning into adulthood?’

7 out of 10 respondents (70.7%) now feel that they would get appropriate outcomes to support their child during transition. Compared to the previous survey where almost the same percentage (73%) stated they received an unsatisfactory outcome; this revised policy indicates that improved outcomes may be achieved for young people who are transitioning into adulthood.



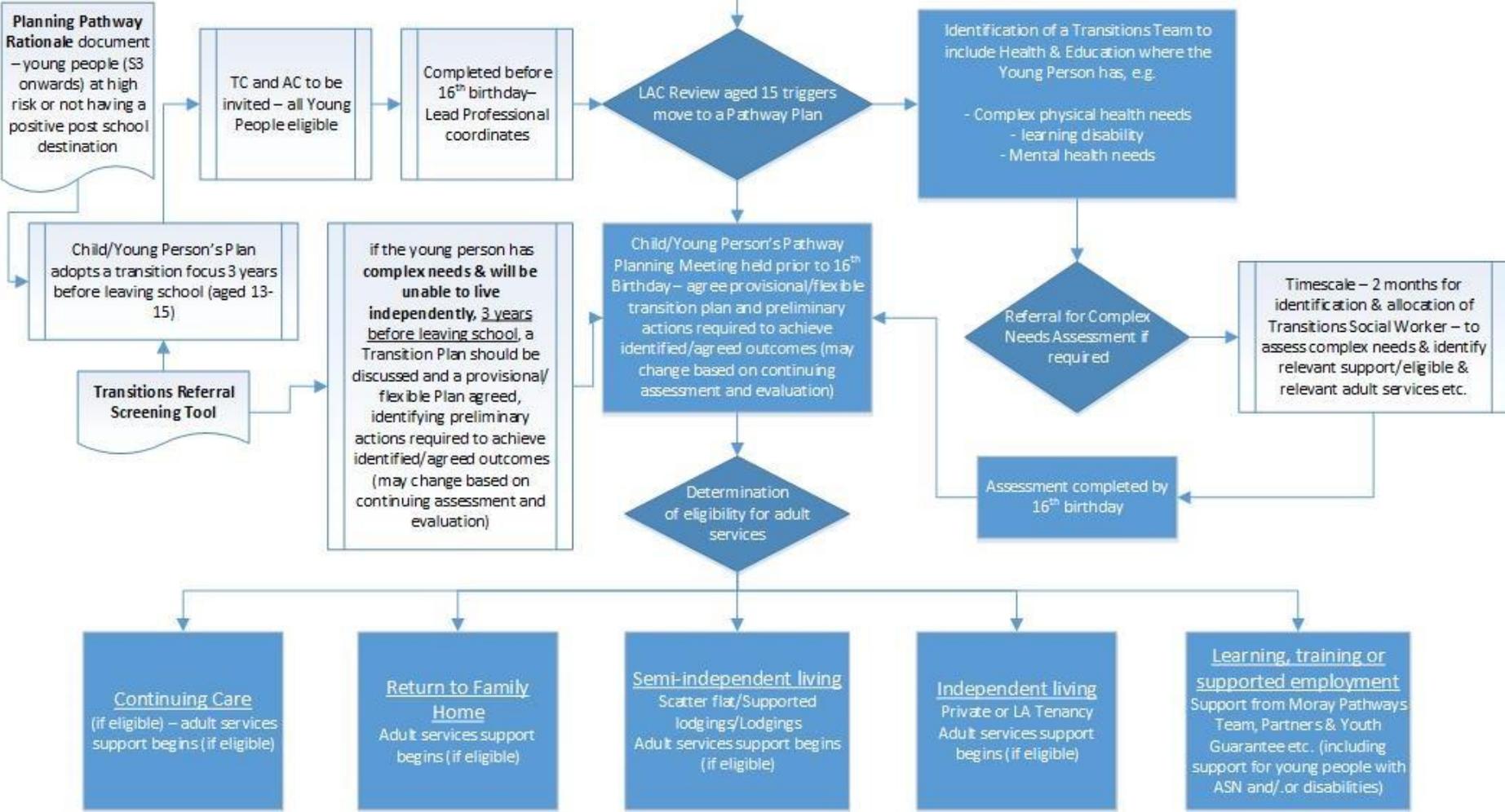
Fully = 29 (70.7%), Partially = 9 (22%), Not at all = 3 (7.3%)

Conclusion

The consultation attracted respondents who are currently, or soon to be a recipient of transition services. Overall, the response to the revised draft Transition policy has been positive, with all sections clear to the majority of respondents, although there are a few sections which could be clearer. Surprisingly, some respondents while generally positive about the policy, are still anticipating concerns particularly around being included and respected. This is an area which can be addressed during training sessions planned for the implementation stage of the policy, and to ensure that staff are aware of these concerns and take steps to mitigate them.

Going forward, it is very encouraging that this revised policy has reversed the 70% of respondents who previously felt that outcomes would not meet their needs to roughly that same percentage being positive about achieving satisfactory outcomes.

Young People who are Looked After and Accommodated - Transition to Adulthood
 Managed & Reviewed through the LAC Reviewing Process until the age of 18



**Managed and Reviewed
Child/YP Planning Process
until YP is aged 18**

**Young People receiving additional support from
any Children’s Services (Non-Looked After
Children) – Transition to Adulthood**

**Part of the wider Transition from
Children’s Services Policy/
Process**

