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Navigating the Transitions Journey

01 May 2024

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Thinking back

- What do you recall about leaving school or if you have older children, what did you have to think about as they approached school leaving age?
- What were the barriers to a successful transition?
- What support did you get?
- Who could you turn to for help?

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What do we mean by transitions?

- The period when young people develop from children to young adults.
- This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes.
- During this period young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines.
- Transitions also impact on the family or on those who care for the child or young person.

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Barriers to Transitions

These challenges are exacerbated by

- Organisational processes taking priority over individual needs
- Lack of support for carers and families
- Insufficient planning
- Unclear transitions pathways
- Limited options
- Lack of clarity about accountability

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- The Principles of Good Transitions 3 provides a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life.

- Principles of Good Transitions - Scottish Transitions Forum

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Legislation

- Definition of a child/young person
- ASN and or Disability
- GIRFEC
- UNCRC
- The Promise

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Definition of a Child/Young Person

- Transitions are widely considered to be between 14 25 years of age
- Can leave school at 16 – once turn 16 no longer a child under education law.
- Other legislation gives specific rights 12-16 and use of the term "young person" 12-16
- Guardianship can be applied for from 16

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Additional Support Need and or Disability

- What is an additional support need?
- Broad definition which includes both long and short-term needs
- Enquire - The Scottish advice service for additional support for learning
- What is a disability?
- The Equality Act 2010 defines as a physical or mental impairment which has a substantial and long-term adverse effect of an individual's ability to carry out normal day-to-day activities

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GIRFEC

- Wellbeing indicators
- SHANARRI
- National practice model
- Named person and Lead Professional
- Staged assessment and intervention
- Child's plan
- Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

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UNCRC

- Support for transitions should be firmly rooted in children's rights.
- UNCRC Incorporation (Scotland) Act (2024)
- How are we upholding rights through the **provision** of services?
- Are we **protecting** children and young people from harm?
- Are we enabling children and young people to **participate** in a way that is appropriate for them?

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Draft Transitions Charter

Every young person should

- Be at the centre of their transitions planning
- Have a single plan which is proportionate to their need from the age of 14 to 25
- Experience a co-ordinated approach by all those supporting their transition
- Have support from an appropriate service regardless of whether adult services eligibility criteria are met
- Be involved in transition planning and decision making in partnership with their parents/carers, where appropriate
- Have access to information they and their parents/carers need
- Have access to commissioned independent advocacy throughout transition

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Draft Checklist

Draft Transition Checklist.docx (sharepoint.com)

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Lived Experience

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How will we make it real?

Discussion

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Other Transition Supports

- 16+ Learning Choices
- Skills Development Scotland
- Employment Connect
- Compass Compass (arcscotland.org.uk)
- Community Learning and Development
- Supported College Course (starting at SCQF level 3)
- Independent Living Fund Transitions Fund
- Independent Living Fund Person Centred Planning Grant
- Independent Living Fund – Re-Opened

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What is the one thing that you will do within your own practice/area of work to improve transitions?

https://www.menti.com/al9webz3jfe2

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Thank you

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