



# Inter-agency Guideline

## Orkney Transition Planning Guidance: Transition to Post-School Services



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## 2 Introduction

Orkney Transition Planning Guidance is guided by the core principles contained within the [UNCRC](#), [Getting it Right for Every Child](#) (Getting it Right), [The Children and Young Person's Act \(2014\)](#), The [Scottish Transition Forum's 'Principles of Good Transition 2019' Document](#) and [Additional Support for Learning Statutory Guidance 2017](#).

This document also acknowledges the current and future impact of Coronavirus and references [Education Scotland's Recommended Arrangements for Transition during the Covid 19 Pandemic](#) and The Scottish Transitions Forum's adapted guidance '[Principles into Practice](#)'.

The principles contained within these documents and sets of guidance emphasise that the transition this documentation describes is not a single event but is the period when young people develop from children to young adults. It is a process which requires us to look ahead with young people, to plan for future expectations in a timely way and to help equip young people and the services they require for what lies ahead.

This period in a young person's life is a growing-up process that evolves over several years and involves significant emotional, physical, intellectual and psychological 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 and this document tries to take account of the information and support that may be valuable to parents and carers.

"[Keys to Life](#)", is Scotland's Learning Disability Strategy. It emphasises the importance of "unlocking futures and enabling people with learning disabilities to realise their full potential"

To achieve their full potential, young people with additional support needs, including those with learning disabilities, often require support in a range areas of their lives. Orkney's Education, Health and Social Work professionals need to be aware of and take account of the roles and responsibilities associated with the move from school or college or the transfer from child to adult services. The Introduction to the Scottish Transition Forum's "Principles of Good Transitions" document gives guidance on how these roles can be fulfilled and the timescales within which duties must be completed. See the flowchart embedded in section 5.1.

Associated roles may include identifying and achieving positive destinations in employment, education or training, managing welfare and housing changes, reviewing healthcare needs, providing information and advocacy, assessing capacity and managing risk. Care should be taken to ensure equality for all, including those who are at a socio-economic disadvantage. See: <https://www.gov.scot/publications/fairer-scotland-action-plan-progress-report-2020/>.



It is well acknowledged that good wellbeing is the foundation of good learning and development and accordingly Orkney's professionals will strive to ensure that transition processes have the young person's personal outcomes, aspirations and wellbeing at the centre. Support for transition will be firmly rooted in children's rights, recognising them as rights holders, and acting in their best interests whilst taking their views into account.

This document seeks to apply a human rights based approach in practice through applying the PANEL Principles; **Participation Accountability Non-discrimination Empowerment Legality**, taken from the [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) guidance and referenced in the work of the Transitions Forum's "Principles of Good Transition 2019".

## 2.1 Orkney's Rights Based Approach in Practice

- The young person is the most important person in the planning process and he or she should be empowered and enabled to participate as fully as possible in this process. In order to achieve the above;
  - Support should be person-centred, and specifically tailored to the needs of each individual young person. For example, a key adult such as a support teacher should enable a young person to contribute to their Moving on Passport in a constructive and meaningful way (Appendix 6.3).
  - Person centred planning meetings should be run in such a way as to enable the young person to contribute their own passport information into the person-centred planning process.
  - Passports\* and person-centred plans are tools for engagement and participation. The child or young person's plan remains the main planning document. The Co-ordinated Support Plan (CSP) continues to be the main strategic document for a small number of young people with very complex needs until the age of 18. See Appendix 6.9, Parents' and Young Persons' Entitlements.
  - There should be a clear link between transition planning and the effective development of career management skills in all of our pupils. The four learning areas for career management skills are shown in Appendix 6.1.
- All relevant services for children, young people and adults should give a high priority to transition planning. See Appendix 6.2 for suggested agendas for transition planning meetings.
- Individual contacts within each agency should be identified as part of the plan, e.g. contact person in the Secondary School.
- Transition reports should include a profile of the strengths of the child or young person.
- A settling-in (post-placement) review will be held during the first 3 months of the new placement. In most cases this will be a short meeting/interview to check how the young person is settling in. The frequency of future review and planning meetings will be agreed. There should be at least one annual review of the Transition Plan.
- All transition planning meetings must follow Orkney's guidelines for planning and review meetings. In particular, they should be person-centred and solution-oriented, sharing the same principles and values as 'Getting It Right'. Children and young people should



always attend, or at least be given the opportunity to attend, and should be consulted over who will attend their meetings. The record of the meeting should be in the form of an action plan which states clearly WHO is responsible for WHAT action within a clear TIMESCALE. Transition plans need to reflect the aspirations as well as the needs of a child or young person and should be presented in an accessible way to the child or young person.

- The minutes should also update the list of professionals who are currently involved and who will be involved following the transition and who the data will be shared with.

\* A passport is a collation of information provided by those who know the young person and the young person themselves detailing strengths, support needs, preferences, aspirations, etc.

## 2.2 Orkney's Procedures for Effective Transitions Planning

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Three levels of transition planning will be used which correspond to the three levels of planning set out in the Code of Practice for the Education (Additional Support for Learning) (Scotland) Act 2004 as amended in 2009.

**Level 1** – Universal transition planning for all young people (young people with no additional support needs).

**Level 2** – Transition planning for children and young people with additional support needs who require specific guided support to achieve a positive post-school destination, for example pupils with social/emotional/behavioural needs or neurodevelopmental differences eg ADHD and pupils requiring Additional Assessment Arrangements (e.g. scribe, extra time, digital papers).

**Level 3** – Transition planning for children and young people with significant and complex additional support needs who require a high level of planning, often with multi-agency input, for example complex autism, moderate to severe learning disability or physical/medical difficulties/conditions. Mental Health or emotional/ behavioural difficulties may also require level 3 planning and in the case of Looked After Children, careful and explicit consideration must always be given to whether level 3 transition supports are necessary.

## 2.3 Future Planning

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The updating of Orkney's Post School Transition Planning Guidance required reflection on best principles and recommendations from National Guidance and legislation. This has led the writing group to aspire to develop an action plan for future local developments. This is identified as the next phase of work for Orkney's Transitions Guidance Group.



### 3 Level 1 – Universal Planning

The Curriculum for Excellence provides an entitlement to an appropriate curriculum from 3 to 18 years, which includes a senior phase from S4 to S6 or 16 to 18 years. The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-19 year old who wants it. It is an integral part of Curriculum for Excellence and is central to facilitating delivery of the national indicator for positive and sustained post-16 destinations. Data sharing forms a key pillar around the Opportunities for All policy agenda and the 16+ Data Hub is a secure online portal which allows a range of partners to input to and access a combined database of information to enable delivery on the Opportunities for All agenda.

The following are influential documents guiding transition planning:

- <https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf>
- <https://dmhassociates.org/scotlands-new-careers-strategy>

#### 3.1 Key Transition Planning Stages for Universal Pupils

##### June

- Schools and Skills Development Scotland Advisers to establish the appropriate level of transition support (Figure 3-1) for each senior phase pupil at the start of each academic year. The Lead Agency contact details for any pupils deemed as 'Requires Lead Agency' will be provided to Skills Development Scotland Advisers at the start of each academic year.
- Skills Development Scotland Advisers will contact the Lead Agency for every pupil set as 'Requires Lead Agency' to establish communication, offer partner support and assess the support required.

##### August - September

- All secondary schools in Orkney to collate information on pupils' expected school leaving date, preferred occupation and preferred route via Data Hub Form A and enter this information in SEEMiS by September 30th.
- Schools and Skills Development Scotland to identify pupils where this data is missing and ensure it is captured and uploaded to SEEMiS as soon as possible.

##### October

- Schools and Skills Development Scotland to identify all Winter and Summer leavers in each academic year via Data Hub (Report A – All Fields (S4 and above aged up to 24)).

##### During Academic Year

- Advisers to update CSS (Skills Development Scotland client management system) with any changes to school expected leave dates during the academic year following discussions with pupils
- Guidance staff to notify Skills Development Scotland Advisers of any changes to intended leave dates following discussions with pupils.



- Schools to ensure early entry into SEEMiS of pupils moving to or leaving each secondary school in Orkney so that data transfer through the 16+LC Data Hub identifies pupils early for Skills Development Scotland Advisers.
- Schools to ensure that all additional needs information including school attendance issues, care experienced and young carer information is accurately recorded on SEEMiS so that this information can be transferred via the 16+LC Data Hub and pupils receive the appropriate level of transitions planning support from Skills Development Scotland.

### April

- Schools to ensure every school leaver completes 16+LC Data Hub Form B detailing their confirmed future opportunity and start date if known. Pupils with no confirmed future opportunity or start date to select 'I have nothing in place yet'
- Schools to ensure all school leaver information is entered into SEEMiS as soon as possible and no later than 30th June.

### May - July

- Skills Development Scotland Advisers to contact all pupils with no confirmed post-school status and offer support to ensure the pupil transitions into a positive destination
- Skills Development Scotland Advisers and partner organisations in Orkney to work collaboratively to identify post school statuses of all school leavers in Orkney and ensure adequate support is provided to ensure all school leavers enter a positive destination

## 3.2 School Leavers

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### August - October

- Schools in collaboration with Skills Development Scotland to monitor Data Hub report A to monitor school leaver destination information to identify what will be reported in February.

### Ongoing

- Local Employability Partnership sub group will monitor Data Hub Report A to identify the current status of all 16-19 year olds in Orkney which will form the Participation Measure result for the local authority
- Skills Development Scotland Advisers to work closely with partner organisations to support all 16-19 year olds in Orkney with a status of unemployed, unknown or economically inactive transition into a positive destination.

## 3.3 Skills Development Scotland Level of Service

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- Every school pupil will be supported by Skills Development Scotland (SDS) to develop their Career Management Skills (Appendix 6.1) through a differentiated service level model to ensure those needing the most support are able to receive it.
- Each pupil is assigned a level of service according to how successfully the pupil can transition into a positive destination independently. The service level allocation takes into consideration various personal factors, health needs and /or disabilities that are identified on SEEMiS and transfer to CSS via ScotExed and 16+LC Data Hub transfers.





- There are four differing levels of service offer delivered by Skills Development Scotland (SDS) (Figure 3-1) to ensure pupils who require the most support to transition into a positive destination are able to receive it. These four categories are Requires Lead Partner, Maximum, Medium and Minimum.
  - Requires Lead Partner is assigned where the individual would find it difficult to engage with an SDS Adviser on a regular basis, they are at significant risk of entering into a negative destination and there is another partner organisation leading in their support. SDS staff can support via Parental, Partner or Individual engagements whenever appropriate but as a minimum would attend Childs Plan meetings and ensure all supporting partners are fully informed as to all the available post-school opportunities for the individual.
  - Maximum level of service is assigned where the individual is at significant risk of not sustaining a positive destination but is willing and able to engage with SDS Advisers on a regular basis to plan their post school transition.
  - Medium level of service is assigned where there is a small risk the individual may not successfully progress into a positive destination and would benefit from 1:1 engagements with an SDS Adviser to support in their transition
  - Minimum level of service offer is assigned where the individual is capable of successfully transitioning into a positive destination using web support and making use of drop-in clinics with an SDS Adviser where they may require short, focussed discussions.

## SDS Levels of Support

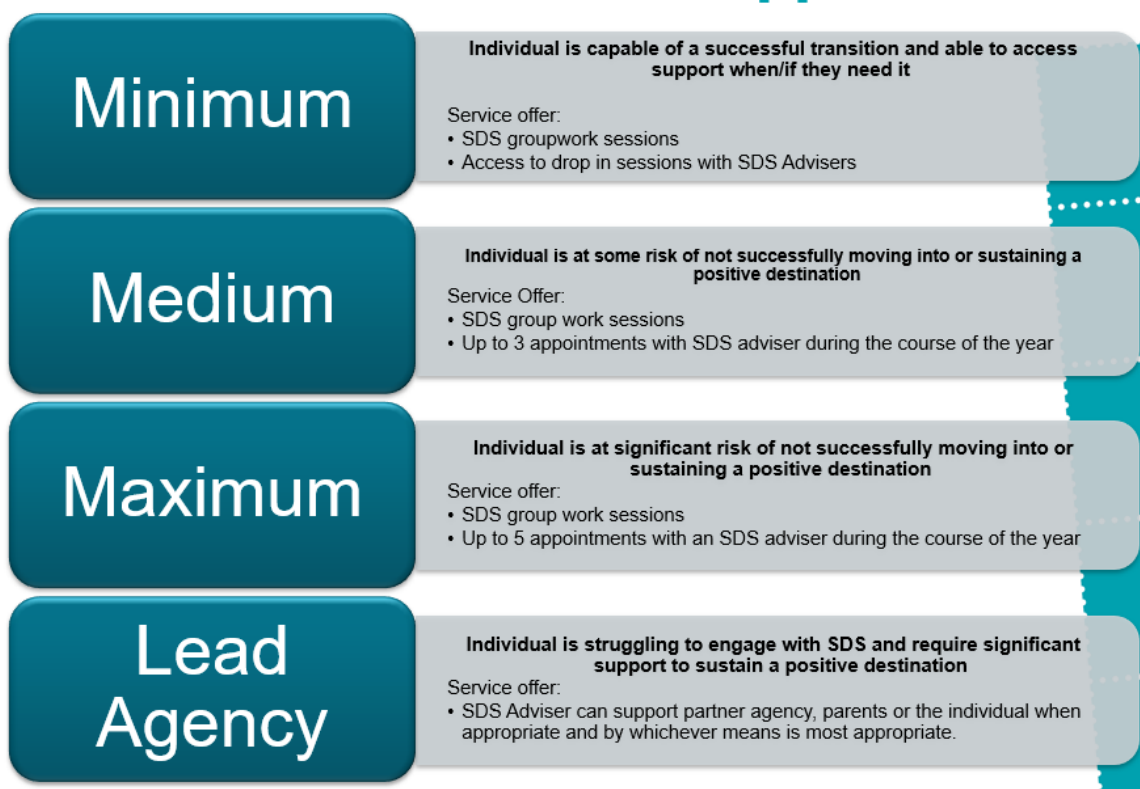


Figure 3-1 Skills Development Scotland Levels of support



## 4 Level 2 – Additional Support Needs - Barriers to Employment / Further Education or Training

All the steps set out in 3.Level 1 – Universal Planning apply to all children and young people. In addition, for those who need additional support and/or those likely to face barriers to employment, the following additional measures apply. See the following link for duties of a range of agencies to support post school transitions as outlined by the Additional Support for Learning Act 2017 Guidance, see paragraph 20 onward 'Preparing for adulthood':

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

- For most young people with additional support needs, it is helpful to identify a lead professional to co-ordinate the transition process. This will usually be a member of school staff, but it could also be a Careers Adviser, Key Worker, social worker, or another professional, depending on the individual circumstances.
- Additional Assessment Arrangements (e.g. scribe, extra time, digital papers) require to be identified and conveyed to and accepted by Curriculum Support. The young person should have a copy of their assessment e.g. for dyslexia and a letter confirming SQA arrangements. They should be given information about how their difficulties can be addressed and supported as adults.
- Partners to ensure schools are informed of any additional support needs for pupils as well as those identified as Care Experienced or Young Carers. Schools will be responsible for recording this on the SEEMiS system which will transfer to the 16+LC Data Hub following strict adherence to GDPR. This will ensure pupils receive the most appropriate level of transition support from Skills Development Scotland and other partners and enable the local employability partnership to meet their Opportunities for All and '[No One Left Behind](#)' obligations.
- School and Skills Development Scotland staff, in collaboration with individual pupils, should ascertain if the use of a 'Moving on Passport' would best support the post-school transition. All partner agencies supporting the individual pupil should be made aware of this document through Child's Plan/Young Person's Plan meetings and support in the completion of the passport where appropriate.

The draft revision of the Supporting Children's Learning Code of Practice recognises that it is not necessary to apply all the duties under the Additional Support for Learning Act (2009) to every child who has additional support needs, and that a degree of flexibility is required. Level 2 planning is designed to provide that flexibility, which should be applied by those working with the young person, taking into account the views of parents/carers.



Att 1\_ASN  
Transitions & Covi

[Click to  
open](#)

This PowerPoint raises awareness of issues in relation to transition that must be taken account of to minimize the current and future negative impact of the Covid Pandemic. Also available from:  
<https://education.gov.scot/improvement/learning-resources/transitions/>



## 4.1 Orkney Employability

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The Local Employability Partnership is chaired by OIC Community Learning and Development team and made up of key employability partners across the statutory, private and third sectors. The purpose of the Orkney Employability Partnership is to enable collective leadership and shared commitment across partners to effectively implement the policy intent for a more aligned approach to national and local employability support, reflecting the need to deliver coherent employability provision locally, in line with the Local Outcome Improvement Plan aligned to the National performance Framework.

The Orkney Employability Partnership will work collectively, recognising that supporting people into fair, sustainable jobs is central to delivering many of the ambitions for an inclusive, sustainable economy with well-being at its core. Employability services are pivotal to avoiding the widening of social and economic inequalities by supporting those who are most vulnerable. Local Employability Partners recognise the vital role that a range of organisations across the employability landscape play, and are committed to protecting a diverse range of provision and ensuring that the right support is put into place for those who rely on these services.

### Employability Organisations

There are a number of organisations in Orkney who can support individuals and partner organisations in identifying the most appropriate employability provision available. These include:

#### **Orkney Islands Council (Community Learning, Development (CLD) and Employability team)**

##### **Young Person Guarantee**

Working to the principles of 'No One Left Behind', CLD staff can support young people who have multiple barriers to progression and are at risk of entering a negative Post 16 Transition destination, to explore alternative options/routes, recognise their personal aspirations and reach their potential. Through the co-production of bespoke, person centred and holistic development plans, young people will be supported to develop confidence, skills, knowledge and networks to support positive and sustainable transitions to education, fair employment or training.

The employability team also work closely with local partners and employers to explore, develop and promote inclusive work opportunities for individuals that they work with, offering in-work support, mentoring, job coaching etc when required to ensure young people can make and sustain an initial positive progression.

Aligning with the more specific 16 + employability support, the CLD team also provides generic CLD services within schools that can support young people in various transitions throughout their school years, promoting confidence, skills, autonomy and wellbeing.

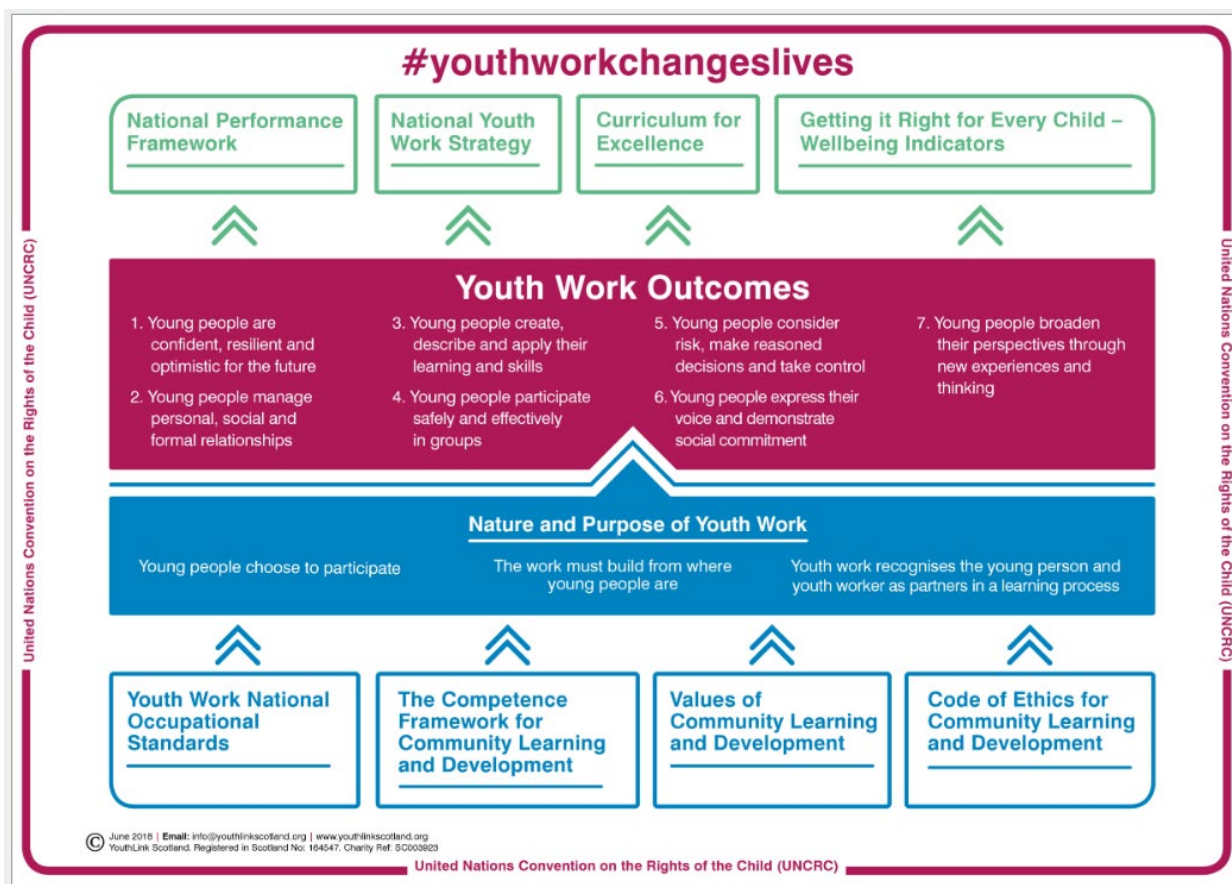
CLD practice covers a range of practice including youth work, community-based adult learning, family learning and community development. CLD empowers people of all ages to



work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship.

CLD's work with young people (Youth Work) supports wider achievement and recognises development of skills for learning, life and work. By improving health and wellbeing, CLD support young people to build their confidence, self-esteem and resilience. Outlined below are the three key features of youth work delivery:

- Young people choose to take part
- The work begins where the young person is at social, emotionally and academically
- The young person is a joint partner in the learning process



CLD programmes support young people to overcome challenges, develop a wide range of skills and gain accreditation for their learning, where possible. They offer wider accreditation and achievement opportunities which aim to close the attainment gap to secure a pathway to a sustained destination (Appendix 6.12).

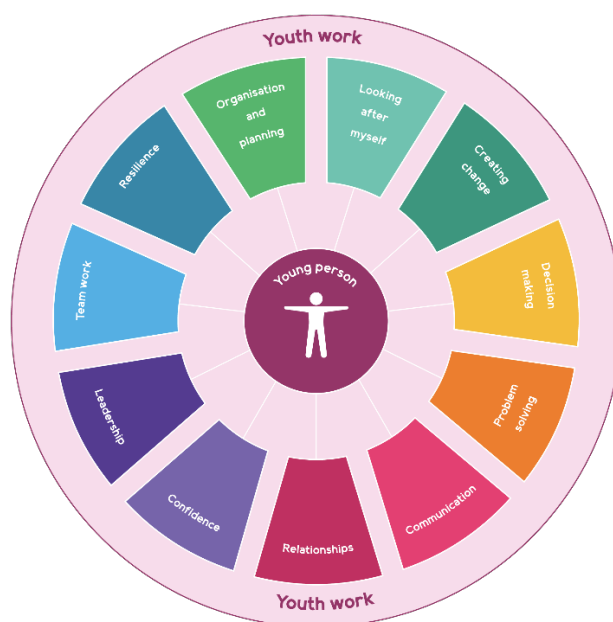


## Youth Work Skills Framework

Skills development is one of the most important aspects of the CLD / youth work offer, helping young people reach their full potential.

The youth work skills framework can be used in three key ways:

- Young people can use the framework to identify and track the skills they are developing through youth work.
- Youth workers can use the framework in their work with individuals and groups of young people to identify skills.
- Those working in the youth work sector can use the framework to work with colleagues and partners in other sectors and explain the skills that young people develop



## Further Information

Community Learning, Development and Employability

Orkney Islands Council

Posting | Council Offices, School Place, Kirkwall, KW15 1NY

Calling | 01856 873535

Emailing | [cld@orkney.gov.uk](mailto:cld@orkney.gov.uk)

## Skills Development Scotland

Skills Development Scotland is the national skills body and they deliver Scotland's careers service. Careers Advisers work in all local secondary schools, delivering career guidance to pupils from S1 to S6. Beyond school Advisers operate from a Careers Centre in Albert Street, Kirkwall, offering career information and advice to customers of all ages.

Skills Development Scotland Careers Advisers support people to make their own learning and career decisions based on up-to-date knowledge of routes and pathways and an understanding of their own strengths and interests.



## Developing the Young Workforce Orkney

Developing the Young Workforce Orkney is an initiative that helps to improve links between education and the world of work and improve opportunities for young people. It aims to help produce better qualified, work ready and motivated young people with the skills relevant to modern employment opportunities. Their remit includes all young people aged between 16 and 24 years of age.

The work they undertake helps young people explore all of the options available to them and prepare them for the world of work both in Orkney and beyond. They do this through career inspiration and insight events, helping schools to facilitate work placements, and participating in career ready programmes in school.

## JobCentre Plus

Jobcentre Plus is a government-funded employment agency and social security office overseen by the Department of Work and Pensions. Its purpose is to help people find work through services such as job-hunting programmes and external job vacancies, while it also provides financial support to eligible job hunters.

## Employability Provision

There are a range of opportunities for young people as they engage with their transition journey. Some of these opportunities are described below:

## Progression Courses at Orkney College UHI

Orkney College UHI offer a range of Progression Courses through the Inclusive Practice Department that enables young people access to Post 16 Further Education on the island.

The courses themselves are designed to both boost student's confidence and develop a sense of achievement which in turn will allow them to move onto further courses at Orkney College UHI, other colleges across the UK or indeed the workplace.

Course content combines life skills and vocational options and presents the students with a varied curriculum based on project work. All modules result in SQA certification which further empowers the students to progress to the next stage of their career.

The following Progression Courses will be offered in 2021:

- **Pathways to Independence** - students will be working towards Level 1,2 or 3 units. The course duration is two year commencing in August every second year. The course is full time over three days for 36 weeks per year. Content includes communication, numeracy, ICT, knowing your community, independent living skills, cooking for healthy eating, art & design, healthy lifestyles, joinery skills/DIY, volunteering, work placement (Covid restrictions permitting).
- **Future Tracks** - this course provides a general course of study for students who have not decided on or are not ready for a specific vocational course or employment. Students will be working towards Level 4 units. The course commences in August and is full time over three days for 36 weeks per year. Content includes team building and



personal development, employability award, IT art & design projects, communication, personal presentation, numeracy, team building and environmental projects, customer service, health and wellbeing and hospitality. This is a one year course.

- **Stepping Stones** – this full time course aims to give students the qualifications and opportunities to access other Orkney College courses at National Certificate level or move into employment. Students will be working towards Level 5 units. Commencing in August. The course is full time over three days for 36 weeks per year. Content includes money management, art & design, employability, health & wellbeing, personal presentation, IT, video editing and multimedia, communication, hospitality café service, mental health and numeracy. This is a one year course.
- **Employability Fund Stages 3 & 4** – this national training programme, which is sponsored by Skills Development Scotland, has been developed to help people make a successful transition into or back into the labour market. The programme is on a rolling enrolment and involves all aspects of job search and includes work experience with local employers (subject to Covid restrictions).
- **Employability Workshop** – This is a new course for 2020-21 fulfilling the need for a short course for students who have recently left school or completed other courses midway through the year. The full-time course is designed so that students will gain SQA accredited qualifications at Level 4. Study is over three days per week for 36 weeks per year. All work is project based and is accessible and delivered in an innovative way. Core skills including numeracy, literacy and IT will be reinforced and delivered using other subjects as vehicles. In short, the 6-month course offers an introduction to the 'Real World', using marketing and qualitative research techniques to introduce students to the mechanics of large organisations, governments, news and politics using the News coverage of the day. The courses commence in August and January each year and are 6 months in duration.

### **Voluntary Action Orkney - CONNECT**

The Connect Project offers individual support for 16-21 year olds focussing on Employability, Transferable skills, Healthy Life Choices and Independent Living.

If a young person has left school or will be shortly leaving school and has not made plans or is not sure where to go, CONNECT can help.

CONNECT offers young people the chance to be part of a varied learning programme with dedicated staff helping the young person every step of the way.

They will work with young people to set their own targets and help them achieve these.

They will help build skills and confidence and make sure young people have the information they need to decide what happens in the future.

Time with CONNECT could be for a targeted piece of work over a short period of time or participation in a wider programme for up to a year.

There is a referral process for CONNECT. For further information please contact [connect@vaorkney.org.uk](mailto:connect@vaorkney.org.uk) or the Project Coordinator at Voluntary Action Orkney 01856 872897.



## **Employability Orkney**

Employability Orkney is a registered charity that provides a range of sustainable supported employment, training and volunteering opportunities for those with a barrier to gaining employment. This broad remit includes individuals with a learning disability, physical disability, mental health needs, alcohol/substance misuse needs, ex-offenders, care leavers, long term unemployed and anyone who experiences a disadvantage to entering the labour market.

## **Orkney Islands Council – Employment Support**

Run as part of the Orkney Islands Council All Age Learning Disability Team, Employment Support provides support to people with learning disabilities, on the autistic spectrum and some people who struggle to understand information, learn skills and cope independently. They can provide support to people who are not working but would like to work, as well as those who do have a job but would like to build up skills or work hours (Appendix 6.6)

## **FairStart Scotland**

FairStart Scotland is a flexible, employment support service to help individuals get ready for work and achieve their potential.

They work in partnership with local schools, Orkney College UHI, Skills Development Scotland, the Local Authority and other partners, including those in the third sector, to ensure they develop initiatives and events which meet the needs of local young people.

Another strand of their work is to help parents and carers understand the different pathways and support functions that are available to support their child and their individual needs. These include the different options available in education, training and employment.

DYW Orkney also work closely with employers to help them understand how they can attract, recruit and retain a young workforce through a variety of qualifications and work-based learning and development opportunities. They also make employers aware of the employment support networks that are in place to help them recruit individuals who face additional barriers to employment.





## 5 Level 3 – Significant and Complex Additional Support Needs

All the steps set out at Level 1 apply to all children and young people. In addition, for those who need additional support and/or those likely to face barriers to employment, the additional measures set out in Level 2 also apply. In addition, for those children and young people with severe and complex needs (e.g. those with multi-agency plans or the legal document Co-ordinated Support Plan), the following transitional planning procedures will apply in order that The Seven Principles of Good Transition (Transitions Forum 2019) can be achieved.

**Principle 1.** Planning and decision making should be carried out in a person-centred way

**Principle 2.** Support should be co-ordinated across all services

**Principle 3.** Planning should start early and continue up to age 25

**Principle 4.** All young people should get the support they need

**Principle 5.** Young people, parents and carers must have access to the information they need

**Principle 6.** Families and carers need support

**Principle 7.** There is a continued focus on transitions across Scotland

### 5.1 How These Principles will be Embedded in Orkney

- The transition planning process will be incorporated into the school's Child's Plan/Young Person's Plan review and planning process, co-ordinated with any other formal planning process.
- At the start of the school session, the Designated Lead should be confirmed and they should then call a professionals' meeting with the representatives of other agencies to plan the review meetings, with the explicit aims of avoiding duplication and facilitating joint working.
- At the S2 Child's Plan/Young Person's Plan meeting, a major issue is to plan the pupil's education in S3 and S4. Possible post-school needs will be included on the agenda, and relevant agencies which will need to become involved will be identified and contacted, with the consent of parents/carers and the pupil. The minutes will include an outline transition plan and a record of parent and pupil consent.
- All the agencies relevant to the post-school transition will be invited to the S3 Child's Plan/Young Person's Plan meeting called by the school. Consent to share information with post-school providers should be obtained if this has not already been done at the time of the S2 review. Following this review, a more detailed plan will be drawn up for the next 12 months. This will specify the actions required from each agency, together



with the timescale. At this stage, Orkney Health and Care services may wish to conduct more elaborate planning arrangements e.g. person-centred planning. The transition plan should cover the following (see Transition Planning Template in Appendix 6.2.3):




- education programme for the remaining years at schools (including work experience)
- details of additional support provided in school
- relevant medical/health factors (including disability status)
- first possible school leaving date/target school leaving date
- external support services involved and contact details
- views of the pupil and their contribution to the plan
- views of the parents/carers and their contribution to the plan
- outcome of risk assessments or need for new risk assessment
- details of possible post-school services with named contacts
- name of the person who is coordinating the plan
- date and time of the next review

The minute of the review meeting, including the transition plan, will be sent to all the identified agencies and services.

NB The above review should be held **at least 12 months** before the statutory school leaving date, and, if possible, correspond to the school reporting timetable and the timescale recommended in 16+ Learning Choices. For a small number of pupils this may mean holding the meeting in S2 – the school Designated Lead Additional Support for Learning Co-ordinator should monitor this.

- The plan will be refined at subsequent Child's Plan/Young Person's Plan meetings called by the school.
- The availability of Education Maintenance Allowances will be explained where appropriate. This is funding for during the remainder of the young person's time at school.
- A medical report will be required if there are significant health or medical issues which must be taken into account in the transition plan.
- A risk assessment should be undertaken following the S3 Review by the appropriate Adult Service provider in collaboration with the school if safety factors are likely to be an issue following transition. School risk assessments are not transferable.
- Representatives from appropriate post-school provision are invited to pupil review meetings where further information is needed or where decisions have been finalised and transition planning with the post-school provider needs to be embedded. Schools should ensure that written information, including reports and transition planning forms are forwarded to all possible post school providers such as the Orkney Health & Care Learning Disability Social Work Team.
- A post-placement review should be convened by the post-school provider within 3 months of the placement, involving key staff, the young person and parents/carers where appropriate. Only when there are significant difficulties would a full review and planning meeting need to be convened



	 Att 2_Key Duties Flowchart.pdf	This PDF flowchart is taken from 'The Principles of Good Transitions' and clearly outlines duties on professionals and timescales for completion.
	 Att 3_Princ-of-Transitior	Pages 19 – 21 of the Principles of Good Transitions document elaborates on professional roles and responsibilities in support of effective transitions

## 5.2 Role of Orkney Health and Care Services in Transition Planning to Post School Services

In Orkney, health and social care services for children and young people are commissioned by the Integrated Joint Board know as Orkney Health and Care (OHAC). At a universal level, every pupil can access the services of their General Practitioner, School Nurse and dental services. Please see Appendix 6.11 for more information on the local school health team.

Those pupils who have additional support needs or significant and complex additional support needs, may be well known to a wider range of health and social care partners. This can include Paediatricians, Specialist Paediatric Nurses, Allied Health Professionals, Children and Adolescent Mental Health Services (CAMHS) and Social Work colleagues.

This Guidance promotes effective communication between partners and seeks to ensure the contributions of all partners to get the best outcome for every young person leaving school and/or moving into adult services.

NHS Orkney is committed to the National Institute for Health and Care Excellence (NICE) overarching principles of transition from children's to adult services, which you can access here: <https://www.nice.org.uk/guidance/ng43>

## 5.3 Current Services

### The All Age Learning Disabilities Team

The All Age Learning Disabilities Team supports children, young people and adults who require social work services and are diagnosed with one or more of the following:

- Global learning disability;
- autism spectrum disorder with an associated diagnosis of Global learning disability;
- primary Global learning disability with associated physical or sensory impairment;
- primary Global learning disability with a secondary mental health dual diagnosis.

The team provides assessment and advice on Self Directed Support, sign posting to voluntary sector services as well making referrals to relevant OHAC services, including the



Lifestyles service (Appendix 6.13). The team works closely with Mental Health Officers in providing guidance and advice on Adults with Incapacity matters, to families when a young person, who may lack some capacity, is approaching their 16th birthday. The Social Worker liaises closely with the Learning Disabilities Team, Occupational Therapy, and Speech and Language Therapy services. Referral is through the duty social worker system operated by Children & Families Team.

### Child and Adolescent Mental Health Services (CAMHS)

Orkney Child and Adolescent Mental Health Services (CAMHS) work with children and young people from 0 -18 years of age who present with significant mental health problems. The team is made up local CAMHS Specialists, as well as an off-island Psychologist and Psychiatrist. Orkney CAMHS provides specialist diagnostic assessment and can deliver psychological, systemic and/or pharmacological therapy. They provide consultation and advice to other professional groups and agencies who are concerned about children and young people's emotional wellbeing and mental health issues

Orkney CAMHS will provide services for children and young people with:

- Severe Depression and Anxiety
- Psychosis
- Obsessive-compulsive disorders
- Eating disorders
- Self-harm
- Suicidal behaviours
- Mental health problems with co-morbid drug and alcohol use
- Neuropsychiatric conditions
- Attachment disorders
- Post-traumatic stress disorders
- Mental health problems which occur alongside neuro-developmental problems

CAMHS offers a tiered model of service organisation, see Figure 5-1 and 6.10 Appendix | Mental Health and Wellbeing for useful material on mental health and young people.

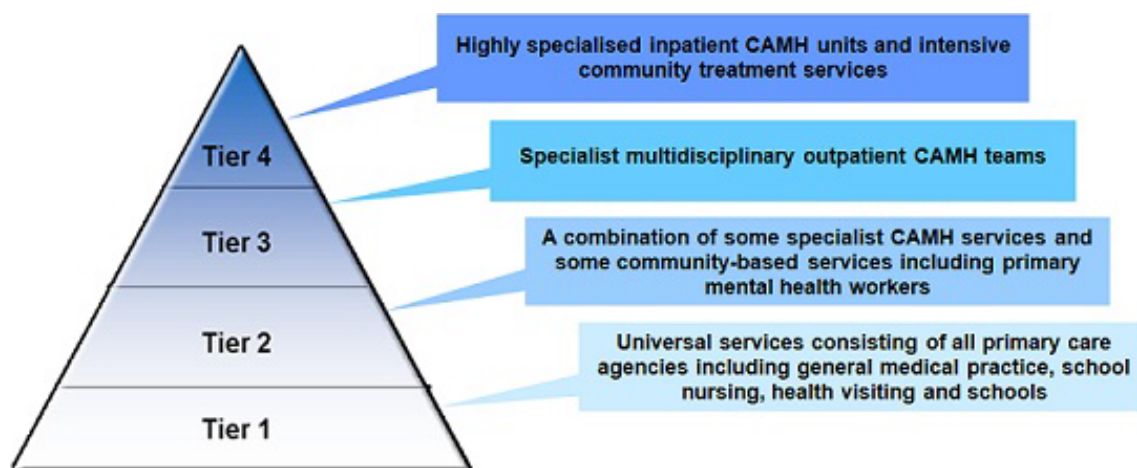


Figure 5-1 CAMHS tiered model of service organisation



## Other Children and Families Social Work Services

The Children and Families (C&F) Social Work Team provides assessment and a range of supports to vulnerable families and children in need, including Looked After Children and children in need of protection. Through Care Services are provided by the Children and Families Services. Transition to Through Care Services normally occurs prior to a young person's 16th birthday. Advice, guidance and assistance can continue to be accessed up to age 26.

## Community Occupational Therapy Services

Community Occupational Therapy services work in partnership with service users and their support network to increase independence in daily living tasks by adapting environments and activities. The service comprises both Occupational Therapists and a Rehabilitation Officer for people with Sensory Impairments (RO) and offer support to those aged 16 and over who are no longer in full time education as well as supporting housing adaptations for children.

## Other Children's Health Services

Specialist health services will generally have their own arrangements for providing a continuity of care for a young person and their family as they move into adult services.

These should be discussed at the Child's Plan/Young Person's Plan meeting to ensure a shared understanding of the pupil's health and wellbeing needs which may continue to require support.

These may include:

- Medical needs
- Mental Health needs
- Physical needs
- Communication needs
- Environmental accommodations in their homes and other settings

## 5.4 Joint Working and Planning Themes

- For a number of children additional support is not obvious or indeed required when making the transition from primary to secondary education. Early preventative referrals are to be promoted wherever possible. However, transitional planning issues may only manifest and require intervention in times of crisis. Ill-health, mental health issues, etc, can affect whether or not additional support for transition is required. In these circumstances a referral can be made at any time to the most appropriate Orkney Health and Care service detailed above.
- The allocated Social Worker will be identified to attend the annual professional's meeting called by the school's Principal Teacher Curriculum Support or Principal Teacher of Guidance.
- Where a child makes the transition from primary to secondary education and it is evident that the child's support needs meets any of the above teams' criteria, the transitional



planning processes need to be identified during S1 or S2. Where this is the case the school's Guidance / Curriculum Support Lead will seek parental consent in order to inform or make a referral to the most appropriate Orkney Health and Care service.

- At this stage, the designated Orkney Health and Care Service can discuss with the school, child and their respective family whether initial representation at the child's initial S1 and/or S2 school review(s) is required. If not, the school, with the consent of the parents/carers, should forward information from the child's S1 and/or S2 annual school/coordinated support plan review minute to the designated Team Manager.
- From S3 onwards (including 16+ learning choices), if a referral has been made which meets the respective team's eligibility criteria, and parental consent has been given, a social worker/allied health professional from the respective team will be allocated to attend the young person's annual school/coordinated support plan review. Wherever possible, the same social worker/allied health professional should be involved throughout the transitional planning processes.
- The following document from The British Psychological Society has links to useful material for inter-agency collaboration in support of young people's wellbeing, mental health and resilience as they engage with transition processes during the Covid Pandemic and its future impact;

<https://www.bps.org.uk/coronavirus-resources/professional/supporting-young-people-training-learning-work>

- From S3/S4 onwards, if a young person has an integrated assessment and plan, the Social Worker will complete an Adult Services Single Shared Assessment (Appendix 6.5).
- Under the Adults with Incapacity (Scotland) 2000, if a child/young person is under the age of 16, the consent of the parents/carers to share information should be recorded in all school review minutes. From S3 onwards, if applicable, there must be a focus within the annual school/coordinated support plan review on addressing the legal status of the young person as they turn 16. This will include identifying any action that may need to be taken.

## 5.5 Transition and Throughcare Planning for Looked After Children

Future planning for all Looked After Children will be consistent with the Looked After Children (Scotland) Regulations 2009 and linked to the transition planning model set out above. The existing procedures are set out below, together with proposals as to how this can link in with the educational planning process and timescale.

### Looked After at Home

Children looked after at home have no less than 6-monthly formal reviews of their progress, together with Core Group Planning meetings as required. This includes transition and ongoing support plans before the Compulsory Supervision Order.



- An initial transition strategy should be considered at the first S1/2 review. At this stage Skills Development Scotland should be informed together with relevant post-school agencies or providers.
- A detailed plan should be in place 6 months before the first statutory school leaving date.
- This plan must be incorporated into the transition planning process led by the school.
- It is presumed that all Looked After Children will have additional support needs unless this is demonstrated not to be the case, through assessment. It is also presumed that the school-led transition planning will be at level 2 or level 3.

### Looked After and Accommodated Children

Looked After and Accommodated Children (LAAC) are subject to 6-monthly (or more frequent as required) statutory reviews. At the age of 15 years, the Operational Manager with responsibility for Throughcare After Care is notified in writing by a Senior Practitioner / Operational Manager. Thereafter, the Throughcare and Aftercare service will work jointly with the young person's Social Worker to plan for the future. Various assessment tools are available to assist the future planning process (Appendix 6.8). Where necessary, the Housing section is also informed. The Throughcare and Aftercare service continues as an entitlement until the age of 26 yrs.

- An initial/transition plan must be considered at the first Looked After Child (LAC) review following the child's 14th birthday. At this stage Skills Development Scotland should be informed, in addition to the Throughcare and Aftercare team, together with relevant post-school agencies or providers.
- A detailed plan must be in place one year before the first statutory school leaving date.
- The transition planning for Looked After and Accommodated Children (LAAC) and young people is led by the LAC reviewing officer. The planning process is incorporated into the 6monthly LAC reviews by means of adding the transition planning agenda to the LAC review agenda. This will avoid two parallel transition planning
- It is presumed that all Looked After and Accommodated Children will have additional support needs this is demonstrated not to be the case through assessment. It is also presumed that the school-led transition planning will be at level 2 or level 3.
- It is essential that all the key agencies are able to attend the 14+ review (within education this would usually be the S3 review). Review dates should therefore be set well in advance, avoiding school holiday periods. All concerned in planning for the child should take responsibility for ensuring that dates set are appropriate.

### Care Experienced Young People

Skills Development Scotland and local authority partners including social work to regularly review Data Hub Report A to ascertain post school status of all care experienced young people in Orkney up to the age of 26.

Skills Development Scotland to work with partners to support all Care Experienced young people up to the age of 26 with a status of Unemployed, Unknown or Economically Inactive, and there are also duties pertaining to young careers (Appendix 6.7).



### **Out of Area Arrangements**

All children and young people placed in residential schools or foster placements outwith Orkney are Looked After and Accommodated and the same LAAC transition planning arrangements will therefore apply. Those enrolled at a school at the time of their statutory school leaving date are entitled to support from the Throughcare and Aftercare service. Local authorities and providers will be sent a copy of Orkney's Transition Planning Guidance in order that they can support the transition of young people in their care.

Children and young people placed in medium- to long-term hospital provision outwith Orkney may not be Looked After. However, the same transition planning arrangements should also be provided for them. Throughcare and Aftercare services are only provided for those who have been Looked After.

### **Home Educated Children**

Children who are home educated are entitled to an offer of continuing education post-16 and to support from Skills Development Scotland.

The Education Authority (with parental permission) will notify Skills Development Scotland when a home educated child reaches the age of 14 years.





## 5.6 Other Transitions

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### Additional Support Needs/Extended Learning Support: Post-College Transition

#### August/September

- Personal Support and Learning Plans compiled

#### September/ October

- Information on students with additional support needs/Personal Programmes to Skills Development Scotland and other post-school/college support services as appropriate (if not already in place). This data is also held on 16+LC Data Hub.
- **Initial Review Meeting** held where appropriate, for all students with additional support needs/Personal Programmes. Present: Student, College Support Staff, Skills Development Scotland Adviser, parents/carers (as appropriate), other support workers as appropriate

#### January/ February

- Skills Development Scotland to visit College and meet with students as identified above
- Liaise with other support services (as above)
- Skills Development Scotland staff to hold group sessions with Non-Advanced Further Education students to advise of services available

#### January onwards

- Liaise with Skills Development Scotland and other Support Services (as above) as appropriate

#### March

- ASN – End of Year College Review Meeting to follow the same format as Initial Review Meeting
- Update PSLP – Transition plan compiled and responsible people identified

#### April/June

##### ASN

- Student to visit post-College provision and attend tasters arranged as appropriate
- Students meet with Skills Development Scotland staff and other transition support workers as appropriate
- Information transferred as requested and agreed with students



## 6 Appendices

### 6.1 Appendix | Four Learning Areas of Career Management Skills

# Career Management Skills

To help young people find a career that will satisfy their needs and ambitions, our approach focuses on four key themes:

#### 1. Self

Achieving a clear understanding of who they are, what is important to them, and how they fit into the world around them.

#### 2. Strengths

Developing an understanding of what they're good at and how they can use their strengths.

#### 3. Horizons

Learning to visualise, plan and achieve career aspirations throughout their entire working life.

#### 4. Networks

Understanding the importance of work and social relationships in building their career.

We help to equip young people with the skills and confidence that allow them to advance their careers independently throughout their working lives.





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## 6.2 Appendix | Suggested Agendas for Transition Planning Meetings

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### 6.2.1 Appendix | S2 Review and Planning Meeting

Name.....

Date.....

#### AGENDA

##### Welcome and Introductions

- 1 Summary of assessments**
  - a. Young person's views
  - b. School
  - c. Other (i.e. Medical, School Health, Allied Health Professionals, Social Work)
  - d. Parent / carer views
  
- 2 Action points – what, by whom and when**
  - a. Guidance / Curriculum Support Lead
  - b. Other
  
- 3 Choice of course**
  
- 4 Introduction of Skills Development Scotland**
  
- 5 First possible school leaving date and provisional schedule for transition**
  
- 6 Young Person's Plan**
  
- 7 Date of S3 Review**



## 6.2.2 Appendix | S3 – S6 Review and Planning Meeting

Name.....

Date.....

### AGENDA

#### Welcome and Introductions

#### 1 Brief summary of assessments

- a. School
- b. Other (i.e. Medical, AHPs, Social Work)
- c. Parent / carer views/issues
- d. Young person's views/issues

#### 2 Programme for the remaining years in compulsory education

- details of courses to be followed
- details of additional support provided by the education establishment/provider

#### 3 Post-school needs and possible options

- additional support required
- details of relevant health and medical factors
- possible post-school agencies

#### 4 Transition plan – what, by whom and when?

- target school leaving date and timescales
- involvement of other services – adult services, Skills Development Scotland, respite, college, CLD, (Activity Agreement required)
- skills development
- transfer of information
- risk assessments
- other e.g. housing needs, transport needs

#### 5 Young Person's Plan

#### 6 Key Contacts

- Lead Professional
- Guidance / Curriculum Support Lead
- Skills Development Scotland
- Social Work
- Adult Services
- Health Representative
- Third Sector

#### 7 Date of S4, 5 or 6 Review



### 6.2.3 Appendix | Draft Transition Planning Form

Pupil Name	Date of Birth
Transition from	To
Date of Planning Meeting	

Present -
Apologies -

Post-School Transition Action Plan		
First Possible School Leaving Date		
Target School Leaving Date		
Involvement of other services (Adult services, Skills Development Scotland, respite, College)	Who	When
Skills Development (e.g. independent living, travel)		
Transfer of Information to Post-School Provider		
Outcome of Risk Assessment/Need for New Risk Assessment		
Other e.g. apply for benefits, Guardianship, etc		



**Key Contacts currently involved:**

Name	Role	Involvement/Context	Phone Number

Appointed Guidance / Curriculum Support Lead

Date and Time of Next Review

Please attach copies of relevant reports and a copy of the Young Person’s Plan

A minute of the review meeting, including this transition plan, will be sent to all the identified agencies and services

**Consent to share information**

Parent / Carer Signature	Date
Young Person’s Signature	Date



## 6.3 Appendix | My Career Plan

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Att 4\_My Career  
Plan.pdf

[Click to open](#)

This is a current equivalent of a personal passport document.

## 6.4 Appendix | The Keys to Life

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Att 5\_2019-2021  
Keys-To-Life-Implem

[Click to open](#)

**The Keys to Life**  
**Unlocking Futures for People with Learning Disabilities**  
**Implementation framework and priorities 2019-2021**

Also available at: <https://keystolife.info/>

## 6.5 Appendix | Adult Single Shared Assessment

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Att 6\_BLANK  
SSA.PDF

[Click to open](#)

Click to open a mock example of a Single Shared Assessment.



## 6.6 Appendix | Employment Support

# Orkney Islands Council

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## all age learning disability service

### Employment Support

#### We provide support for;

- People with learning disabilities
- People with autistic spectrum disorders
- Some people who struggle to understand information, learn skills and cope independently

#### This support can include;

- Support to develop skills and confidence
- Support to find training courses to help you get a job
- Finding work placements to get experience
- Support with CVs and interviews
- Help to find a job which matches your skills and needs
- On the job support so you can learn how to do your work tasks
- Regular meetings with you and your employer to make sure your job is going well
- Support to develop your career







We can help you if you are not working just now but would like to work. We can also help you if you have a job but would like to build up your skills or work hours.

If you are interested in this service or would like more information please contact:

**Danny Oliver**

on 01856 873 535 and dial extension 2737  
or email: [danny.oliver@orkney.gov.uk](mailto:danny.oliver@orkney.gov.uk)





		<p>The following book may be useful: Asperger's Syndrome Employment Workbook by Roger N Meyer.</p>
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## 6.7 Appendix | Young Carer Rights

Available from:

<https://www.nhs.uk/conditions/social-care-and-support-guide/support-and-benefits-for-carers/being-a-young-carer-your-rights/>

## 6.8 Appendix | Pathways for Looked After Children and Young Persons

Available from:

<https://www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/pages/8/>

## 6.9 Appendix | Parents' and Young Persons' Entitlements

Enquire is the Scottish Advice Service for Additional Support for Learning, available from:

<https://enquire.org.uk/>

In Scotland, all children have the right to have their views considered when decisions are being made about the support they get with their learning. My Rights, My Say supports children aged 12-15 to use these rights, see:

<https://myrightsmysay.scot/>



## 6.10 Appendix | Mental Health and Wellbeing

### Support pathway for young people in Orkney

Att 7\_MH&WB support pathway  
[Click to open](#)

Please click on the embedded document for information on the mental health and wellbeing support pathway for young people in Orkney

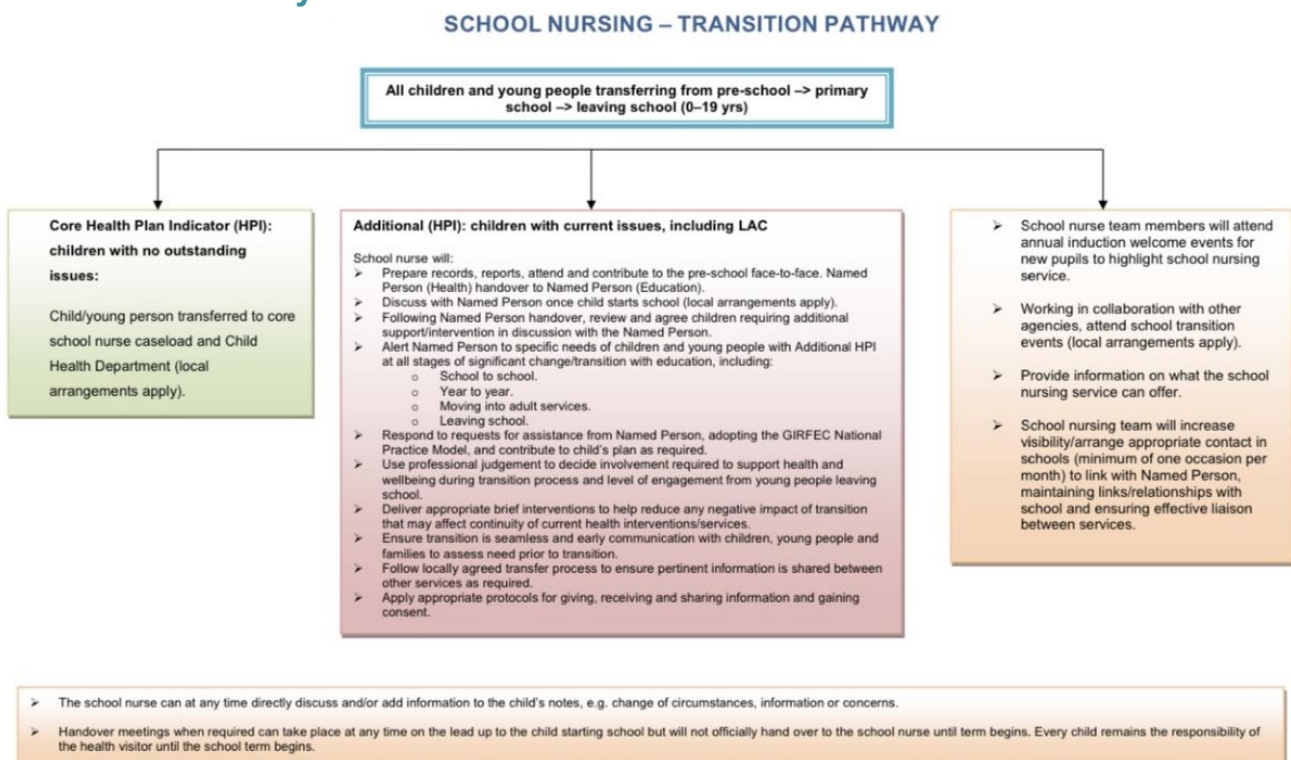
### Supporting Mental Health and Wellbeing

Guidance for staff working with young people is available from the following link:

<https://www.edinburgh.gov.uk/downloads/file/24217/supporting-young-people-guide>

## 6.11 Appendix | School Health Team

### Transition Pathway



### Refocused School Nurse Role

The refocused school nursing role envisages a continuing focus on prevention, early intervention and support for the most vulnerable children over five years, following on from the role and focus of health visiting. In addition to focusing on children and families allocated an 'additional' health plan indicator ( HPI) at the four-year review using the



GIRFEC National Practice Model assessment framework, the role will concentrate primarily on ten priority pathway areas under the overall headings of vulnerable children and families, mental health and wellbeing and risk-taking behaviour:

- emotional health and wellbeing
- substance misuse
- child protection
- domestic abuse
- looked-after children
- homelessness
- youth justice
- young carers
- transitions
- sexual health.

Improved liaison, information-sharing and targeted interventions in these areas could achieve significantly better outcomes for children and young people.

The refocused school nurse role incorporates health assessments of all looked-after children at home or in kinship care, enabling greater access to assessment and routine screening for the most vulnerable children and young people, who are most likely to experience the poorest outcomes.

Partnership-working, particularly with parents/carers, the wider family, general practitioners and other health professionals, the education, criminal justice and social work sectors, and voluntary organisations, will be central to the refocused role.



## 6.12 Appendix | CLD Accreditation and Achievement Opportunities

Award	Awarding body	Description	Age	SCQF Level	SCQF Credit Points
Hi5 Award	Youth Scotland	Provides a framework to support quality work with children and young people. They offer recognition and accreditation for young peoples' achievements and are easy to use and incorporate into existing or planned activities.	5+	2	
Dynamic Youth Award	Youth Scotland	Peer assessed and follow a plan-do-review process enabling young people to more effectively recognise and articulate their learning and achievements.	10+	3	
Bronze Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'taking part'.	14+	4	7
Silver Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'assisting'.	14+	5	11
Gold Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'leading'.	14+	6	14
Platinum Youth Achievement Award	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'peer education'.	16+	7	16
Bronze Duke of Edinburgh's Award	Duke of Edinburgh's Award	The DofE is a balanced, progressive programme allowing young people to develop their teamwork skills, improve their physical fitness, enable them to develop a lifelong interest and engage them more fully in their local community through volunteering.	14+	N/A	N/A
Silver Duke of Edinburgh's Award	Duke of Edinburgh's Award	As above	15+	N/A	N/A
Gold Duke of Edinburgh's Award	Duke of Edinburgh's Award	As above	16+	N/A	N/A
Participatory Democracy Certificate	Youthlink Scotland	Acknowledges and develops communication, decision-making and negotiation skills in the context of democratic engagement.	12+	5	2



## 6.13 Appendix | Lifestyles Service

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We provide person centred services and opportunities for adults who are 18 and over with Learning Disabilities. We are registered with the Care Inspectorate as a support service. We provide services and opportunities mainly between 0830-1700 Mon-Fri. We support individuals to achieve their goals, working collaboratively alongside individuals towards their identified outcomes, supporting the things people wish to do and achieve in their lives. Individuals require a Social Work assessment and referral to attend. We can provide transport on an assessed needs basis.

We have two bases:

We have a modern, purpose built community based facility, attached to the Pickaquoy Leisure Centre in Kirkwall, working collaboratively towards achieving individuals outcomes in health and wellbeing, active lifestyles, communication, life-long learning, community inclusion, independence and leisure/recreational opportunities. We have a multi-sensory room, IT room, a large multi-purpose room with a tracking hoist and 2 large fully accessible personal care rooms with tracking hoists. The Activity rooms, Meeting room, multi-sensory room, IT room and Multi-purpose room can all be hired out during the day, evenings and weekends. For bookings between 0830–1800 Monday to Friday please contact the Registered Manager on 886394 or e-mail [lifestylesroomhire@orkney.gov.uk](mailto:lifestylesroomhire@orkney.gov.uk) during evenings and weekends please contact the Pickaquoy Centre on 879900.

We have a specially equipped building at St.Colms, Pickaquoy Road, Kirkwall. Focusing on ability we provide individuals with tailored Employability support, advice, choice and job-coaching to individuals who wish to develop their work skills and opportunities towards paid work. With a large workshop area, card making room and Poly tunnel we create and sell a wide variety of hand-made Wood, Cards, Wedding and Garden products in our shop- which is open Mon-Fri 9am-4.30pm. We grow a variety of produce from seed to help supply our successful café on Fridays, which is open between 10-2pm, the café can also provide catering for room bookings at the Lifestyles Pickaquoy base.

If you require any further information the Lifestyles Contact numbers are:

Lifestyles Pickaquoy: 01856 886394 or Lifestyles St Colms: 01856 873217

**Find us on Google:** St Colms Wood B Good, Cards and Cafe

**Find us on Facebook:** Wood B' Good, St Colms Cards and Cafe - Home | Facebook

**or visit our Websites:**

<http://www.orkneycommunities.co.uk/WOODBGOOD/>

<http://www.orkneycommunities.co.uk/STCOLMSCARDS/>



## 7 Acronyms

Acronyms	Definition
CLD	Community Learning and Development
CSP	Co-ordinated Support Plan
CSS	Skills Development Scotland client management system
EMAs	Education Maintenance Allowance
LAC	Looked After Child
LAAC	Looked After and Accommodated Children
OT	Occupational Therapist
RO	Rehabilitation Officer
SDS	Skills Development Scotland
SEEMiS	SEEMiS Group is an Education Management Information System (MIS) provider.

## 8 Related Documents and Resources

Related Documents and resources
United Nations Convention on the Rights of the Child Available from: <a href="https://www.unicef.org/child-rights-convention/convention-text">https://www.unicef.org/child-rights-convention/convention-text</a>
Scottish Government Getting it Right for Every Child Policy. Available from: <a href="https://www.gov.scot/policies/girfec/">https://www.gov.scot/policies/girfec/</a>
The Children and Young Person's Act (2014) Available from: <a href="https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/">https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/</a>
The Scottish Transition Forum's 'Principles of Good Transition 2019' Document Available from: <a href="https://scottishtransitions.org.uk/summary-download/">https://scottishtransitions.org.uk/summary-download/</a>



## Related Documents and resources

Education Scotland's Recommended Arrangements for Transition during the Covid 19 Pandemic. Available from:

<https://education.gov.scot/improvement/learning-resources/transitions/>

The Scottish Transitions Forum's adapted guidance 'Principles into Practice'. Available from:

<https://scottishtransitions.org.uk/7-principles-of-good-transitions/principles-into-practice/>

"Keys to Life".

Available from:

<https://keystolife.info/>

Fairer Scotland action plan: progress report 2020.

Available from:

<https://www.gov.scot/publications/fairer-scotland-action-plan-progress-report-2020/>

Social Care (Self-directed Support) (Scotland) Act 2013

Available from:

<https://www.legislation.gov.uk/asp/2013/1/contents/enacted>

Career Information, Advice and Guidance in Scotland. A Framework for Service Redesign and Improvement.

Available from:

<https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf>

Scotland's New Careers Strategy

Available from:

<https://dmhassociates.org/scotlands-new-careers-strategy>

Additional Support for Learning Statutory Guidance 2017

Available from:

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

No One Left Behind: next steps for employability support

Available from:

<https://www.gov.scot/publications/one-left-behind-next-steps-integration-alignment-employability-support-scotland/>





## Related Documents and resources

NICE guideline [NG43], Transition from children's to adults' services for young people using health or social care services.

Available from:

<https://www.nice.org.uk/guidance/ng43>

The British Psychological Society, Supporting young people into training, learning, and work during Covid-19. Available from:

<https://www.bps.org.uk/coronavirus-resources/professional/supporting-young-people-training-learning-work>

Young Carer Rights

Available from:

<https://www.nhs.uk/conditions/social-care-and-support-guide/support-and-benefits-for-carers/being-a-young-carer-your-rights/>

Guidance on Part 10 (Aftercare) of the Children and Young People (Scotland) Act 2014.

Available from:

<https://www.gov.scot/publications/guidance-part-10-aftercare-children-young-people-scotland-act-2014/pages/8/>

Enquire is the Scottish advice service for additional support for learning.

Available from:

<https://enquire.org.uk/>

My Rights, My Say supports children in Scotland aged 12-15 with additional support needs to exercise their rights to be involved in decisions about their support in school.

Available from:

<https://myrightsmysay.scot/>

Supporting Young People: A guide for all staff. The City of Edinburgh Council, Early Intervention Resource.

Available from:

<https://www.edinburgh.gov.uk/downloads/file/24217/supporting-young-people-guide>



## 9 Version history

Document status				
Version	Status	Date	Amended by	Reason / overview
0.0.A	Draft	13 January 2021	CL, JH, SD	Update of 2011 Guidance. Comments by Cathy Lyner, Claire Sim, Marie Phillips, Joe Horrocks, Susan Dutton.
0.0.B	Draft	19 January 2021	CL	Transfer into Orkney Partnership Template. Jane Beckwith comments on version 0.0.A included. Issued to group for review at meeting on 19 Jan 2021.
0.0.C	Draft	19 January 2021	CL, KM, LR, CS, MF, RS, JB, MP, CM, GO	Edited during group meeting.
0.0.D	Draft	20 January 2021	CL	Issued to group for final review comments.
0.0.E	Draft	1 February 2021	CL,GO	Group review comments (JB, CL, KM, CR, RS, CS, KS, SP) amalgamated into document and addressed.
0.0.F	Draft	1 February 2021	CL,GO	Track changes accepted, resolved comments removed. Issued to group for review.
0.0.G	Draft	2 February 2021	JB, JH, MF, CL, KM, CMcM, SP, GO, LR, AJR, RS, TS, CS,	Reviewed at group meeting on 02 February 2021
0.0.H	Draft	11 February 2021	JH, CL, GO	JH edits applied. Group review comments addressed.
0.0.I	Draft	15 February 2021	CL, GO	Issued to Orkney Transitions Guidance Group and Improvement Delivery Group for Approval.
0.0.F	Draft	17 February 2021	CL, GO	Group Comments incorporated. Issued to Orkney Transitions Guidance training presenters for information in advance of version 1.0.
1.0	Live	18 February 2021	CL, GO	Approved for Use