



Support Plan

Service User:	Matthew Allan	D.O.B:	21.05.08
Service/Area:	Edinburgh	Service Commenced:	12.08.20

Our Mission:

Is to ensure that our service users receive person centred care specific to them to assist them to be involved in the choices that are made to enable them to achieve the positive outcomes that meet their needs and support their family improving their quality.

Our Vision:

A life where every person is valued, included, empowered and safe.

Our Values:

Listen – always with interest, concern and action

Inspire – through every interaction so people can achieve their ambitions

Kind – genuine care and compassion

Excellence – by striving to be the best we can

Integrity – acting ethically and being accountable

Trusting – rely upon us to do what we say we will do

11 Castle Road

Winchburgh, West Lothian, EH52 6RQ Telephone: 01506890970/0131339146

Company Registration Number :SC272307



Contents

Section	
1	Individual's Information/Autism Profile
2	Service Agreement / Future Goals
3	Health Plan
4	Supporting Strategies
5	Recording Section

Keys to Life

The 'keys to life' is a long term strategy based on a commitment to human rights for people with learning disabilities. The strategy was developed by the Scottish Government with COSLA and a wide range of statutory and third sector partners together with people with learning disabilities and their carers.

For more information on the recommendations:

<http://keystolife.info/>

Charter for Involvement

The Charter for Involvement is a series of 12 new statements that show how people who use support services want to be involved:

- in the services they get
- in the organisations that provide their services, and
- in the wider community

The Charter has been produced by members of the National Involvement Network (NIN). The Charter is unique in Scotland as it has been written and developed by people who use services for service providers to make involvement better for everyone.

For more information on the statements:

<http://arcuk.org.uk/scotland/charter-for-involvement/>



Section 1

Individual's Information / Autism Profile

Section	
1.1	<p><u>Personal Details</u></p> <ul style="list-style-type: none"> • Individual's details • Important relationships information/In case of emergency • Professional people involved • Supporting staff
1.2	<p><u>Health Overview</u></p> <ul style="list-style-type: none"> • Medical/Diet requirements/Allergy Information
1.3	<p><u>Additional Personal Information</u></p> <ul style="list-style-type: none"> • Cultural/religious requirements • Understanding of sexuality
1.4	<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Brief description of service • Service users contribution to support plan • Understanding of service
1.5	<p><u>Participation</u></p>
1.6	<p><u>Autism Profile</u></p> <ul style="list-style-type: none"> 1.6.1 Autism profiling tool 1.6.2 Communication 1.6.3 Interaction with others 1.6.4 Imagination and flexibility 1.6.5 Sensory processing 1.6.6 Likes and dislikes
1.7	<p><u>Life Skills</u></p>
1.8	<p><u>Preferred Routines</u></p>

Guidance, Legislation and Policies

Section 1

Health and Social Care Standards

Regulation of Care (Scotland) Act 2001

Charter for Involvement

Keys to Life

Adults with Incapacity (Scotland) Act 2000

Adult support and Protection (Scotland) Act 2007

General Data Protection Regulation 2018

Scottish Strategy for Autism

Human Rights Act (1998)

GIRFEC

Mental Welfare Commission

GAP

Primecare Health LTD Policies

Intimate Care

Participation and Involvement

Physical Intervention

Well Being

Protection of Vulnerable Adults

Administration of Medication

Accident/Incident

Confidentiality

Transitions

General Data Protection Regulation 2018

Quality

Corporate Risk Management Strategy

Records Management

Individual's Details

Full Name:	Matthew Allan	Preferred Name:	Matthew
-------------------	---------------	------------------------	---------

Photograph	D.O.B:	21.05.2008
	Home Address:	20 Swanston Crescent, Edinburgh, EH10 7EL, Scotland

Important Relationships

<u>In Case of Emergency:</u>				
Name	Relationship	Address	Telephone	Additional information
Alex	Mother	20 Swanston Crescent	07847545956	

Family/Friends/Pets				
Name	Relationship	Address	Telephone	Additional information
Jade	sister	20 Swanston Crescent		
Jeff	dog	20 Swanston Crescent		

Individual's Name:	Matthew Allan
---------------------------	---------------

Staff Sign & Date:	Lewis Gow 08.09.2020
-------------------------------	-------------------------

Professional People Involved

Professional	Name	Address	Telephone	E-Mail
Social worker	Kirsten McEwan		07545 083430	Kirsten.McEwan@edinburgh.gov.uk
Social Educator	Lisa Ford			
Education Support work	Nuria Navarro			

Key Worker:

Key Worker Picture:

Senior Autism Practitioner:

Lewis Gow

Staff who regularly support me are

Cameron Robertson	Matthew Parker	Michael Gould	Craig McCann	Gurdita Singh	

Individual's Name:

Matthew Allan

Staff Sign & Date:

Lewis Gow
08.09.2020

1.2 Health/Diet/Medical Overview

Autism Diagnosis	Yes
Autism & Learning Disability	
Comorbidity	

General Health	Dietary Information – likes/dislikes - Allergies
Matthew keeps in good general health and is a very active individual	
Medical Conditions	Where to find additional information on diet plans and mealtimes routines
Matthew has no known medical conditions other than his autism	<p>Alex (mum) will take control of mealtimes routines and Matthews diet plan</p> <p>Alex will inform staff of when Matthew needs his lunch and the give them ideas of what to get him</p>

Individual's Name:	Matthew Allan
---------------------------	---------------

Staff Sign & Date:	Lewis Gow 08.09.2020
-------------------------------	-------------------------

Cultural and Religious Requirements

Individual's understanding of religious requirements	Staff support that is required
<p>Matthew is aware of different religions and cultures. Matthew doesn't talk about religion with staff</p>	<p>Staff should avoid speaking about religion with Matthew and should re direct him onto different topics.</p>

Sexuality

Individual's understanding of their sexuality	Strategies to support in this area
<p>Matthew understands that he his male but sometimes struggles with appropriate boundaries.</p> <p>Matthew will also see people who aren't heterosexual as different.</p>	<p>Matthew should participate in a health, wellbeing and sex education programme to help his understanding. Staff should redirect Matthew when making inappropriate comments on this subject.</p>

Individual's Name:	Matthew Allan
--------------------	---------------

Staff Sign & Date:	Lewis Gow 08.09.2020
--------------------	-------------------------

1.4 Outcomes

Brief Description of the service	
<p>Matthew will be a 2:1 service and mainly be an activity-based support service. Staff will continue to look and organise a wide variety of activities to support Matthew needs and interests.</p>	
Individual's contribution to support plan in detail:	
<p>Matthew has given his ideas of what activities he would like to do also letting staff know about his interest so days can be planned. Matthew does not have any other input in the support plan</p>	
Individual's understanding of his/her service	Individual's representative understanding of his/her service
<p>Matthew understands that he needs to have a 2:1 support.</p>	<p>Alex (mum) fully understands the service and is appreciative of the respite she gets from Matthew, allowing her to rebuild the relationship with her daughter Jade</p>

Individual's Name:	Matthew Allan
---------------------------	---------------

Staff Sign & Date:	Lewis Gow 08.09.2020
-------------------------------	-------------------------

1.5 Participation

How does the individual participate in life decisions?	Areas where additional support is required
Matthew is capable of participating in simple life decisions but may struggle with more complex ones.	MA may struggle with making bigger life decisions. He may need guidance from staff or his mother.
Who may Participate on the Individual's behalf?	Strategies to assist the individual to participate
Alex Allen is Matthews mum and guardian. She will participate in decisions on Matthews behalf.	Staff should make it simple and clear when asking Matthew to make decisions. They should sit with Matthew and allow him time to process what is being asked.
Tools that assist participation	Where are these tools found?
Social stories – Help Matthew understand more complex Life events. Visuals – Help Matthew make difficult decisions by giving a simple choice.	Social Stories can be created by staff and checked by management before being delivered to Matthew. Visuals are kept at school and home but can be prepared for staff should they need to help Matthew with a decision.
Evidence of this can be found	Additional Information

Individual's Name:	Matthew Allan
---------------------------	---------------

Staff Sign & Date:	Lewis Gow 08.09.2020
-------------------------------	-------------------------

Name: _____



Autism Profiling

Flexibility of Thought and Imagination

Strengths

Creative and can think on his feet. Will look at different ways in which he can do certain things.

Will often create and tell stories to staff. Matthew often shows a lot of knowledge in Areas that interest him

Challenges

Matthew sometimes has difficulty in doing a new activity instead of something he is used to doing – a change in routine is sometimes a slight challenge

Likes

Sports- football, basketball, trampoline, swimming, Animals. Sharing ideas and stories.

Natural history

Dislikes

Thinking he is the least skilled in an Activity.

Thinking Styles

Strengths

Matthew is a very logical thinker

Challenges

Matthew sometimes has a delay in his processing time

Skills

Very creative in what he is doing. Imaginative looking for new ways to achieve and improve himself. confident

Health

May become anxious and doesn't seem to recognize when he is feeling ill.

Autism

Sensory

Strengths

Matthew loves the texture of rugby balls and the feeling of different textures stimulates him

Challenges

Loud unexpected / continuous noises out in the community is something Matthew may struggle with.

Personality

Active and will chat all day long. Loves to learn new skills and like having people around himself who have the same interest. respectful

Social Interaction

Strengths

Will partake in group discussions well and respects what others have to say. Will be kind and helpful if others need.

Challenges

If Matthew isn't given attention when he needs immediately, he may have an outburst, using inappropriate language and being loud. Being around someone he does not like

Social Communication

Strengths

Communicates well with both staff and members of public and is confident in doing so.

Challenges

May speak loudly when having a conversation that may not be appropriate.

1.6.2 Communication

Method of communication	Strategies to support
<p>Matthew uses mature, verbal conversation to communicate with staff and others.</p>	<p>Staff should verbally communicate with Matthew.</p> <p>Should Matthew become inappropriate staff should redirect him onto a different topic.</p>
Tools that staff can use to support communication	Where these tools can be found
<p>If staff need to communicate with Matthew regarding a difficult topic that he may struggle to understand they could use visuals.</p>	<p>If staff are aware that Matthew may struggle with a certain topic, they can tell management and visuals can be printed.</p> <p>Alternatively, Staff can use visuals on their phone.</p>
Outcomes/future goals	Additional information
<p>Matthew will aim to be able to verbally tell an adult how he is feeling</p>	<p>He will also work on this target in school</p>

Individual's
Name:

Staff Sign
& Date:

1.6.3 Interaction with Others

Interaction with others	Areas where support is required
<p>Matthew is very considerate towards individuals of a similar age to him. He has shown compassion towards members of the community who require help.</p> <p>Matthew has been able to build up a healthy and positive relationship with another member of his class in school which had continued throughout lockdown.</p>	<p>Matthew may become agitated or anxious when speaking to an unfamiliar member of the public if they do not understand what he is saying or talking about.</p> <p>Matthew may make sly or negative remarks after the person he has interacted with is gone. Staff should re direct him.</p>
Strategies to support	Areas for development
<p>Staff should monitor Matthew when he is interacting with members of the public that are unfamiliar and be aware of signs that Matthew is becoming agitated.</p> <p>Staff should re direct Matthew if he is being inappropriate or very negative about another individual.</p>	<p>Negativity towards others with a disability</p>
Outcomes/future goals	Additional information
<p>Matthew will always aim to be more positive to his staff team and will try to become more considerate to those who do not understand what he is speaking about.</p>	

Individual's
Name:

Staff Sign
& Date:




1.6.4 Imagination and Flexibility of Thought

Areas where flexibility and imagination are displayed	Areas where support is required
<p>Matthew has displayed a vivid imagination through telling stories which expresses his witty and jovial nature.</p>	<p>Matthew may sometimes go onto slightly inappropriate subjects through his story telling</p>
Strategies to support	Areas for development
<p>Staff to redirect Matthew onto a different topic of conversation. Something he is familiar with, potentially an activity he enjoys</p>	<p>Remaining appropriate at all times</p>
Outcomes/future goals	Additional information

Individual's
Name:





Staff Sign
& Date:

1.6.5 Sensory Processing

Sensory Area	Impact	Support Strategies
Taste 	Matthew is open to trying new foods. He can describe different flavours to others and has no difficulties with taste	No Support Required
Hearing/Sound 	Matthew can react negatively towards loud noises in the community. He can become fixated on these and become agitated	Staff should be aware of loud noises and where possible avoid loud areas. Should Matthew become distressed staff should move to a new area
Visual 	No Negative impact	No Support Required

 Individual's
 Name:

 Staff Sign
 & Date:

<p>Touch</p> 	<p>Matthew thoroughly enjoys sport which involves physical contact – such as rugby and football.</p> <p>Matthew understands the boundaries when it comes to touching and has not crossed them when playing with staff.</p> <p>Matthew has previously mentioned he really likes the feel and texture of certain objects</p>	<p>Staff should ensure that Matthew remains appropriate should he touch them during sport</p>
<p>Smell</p> 	<p>Matthew has no issues or difficulties with his sense of smell.</p> <p>Matthew has previously joked with staff about bad smells</p>	<p>No Support Required</p>
<p>Vestibular Balance</p> 	<p>Matthew has no issues with his vestibular balance. Matthew has shown no imbalance when running, walking or riding in vehicle etc</p>	<p>No Support Required</p>
<p>Proprioception/ Sense of Space</p> 	<p>Matthew understands personal space and remains within the boundaries, giving staff an appropriate amount of space. Matthew has also shown no difficulties with proprioception</p>	<p>No Support Required</p>

Individual's
Name:

Staff Sign
& Date:

1.6.6 Likes and Dislikes

<u>Activities/Things - Likes</u> (level of ability and supervision / motivation/support required)	<u>Activities/Things - Dislikes</u> (Additional Support that is required from staff)
<p>Outdoor activities- football, rugby, basketball, swimming.</p> <p>Always asking how to improve himself in these activities and what new skills to use. Staff to encourage this</p> <p>Music- singing</p> <p>Will sing out loud to songs that he knows usually rock.</p> <p>Playing online games</p> <p>Enjoys playing games usually with friends. Matthew prefers to play as part of a team if his level of ability isn't at the same level.</p>	<p>Matthew struggles to cope with losing and will become upset if he considers himself to be the worst at something – staff should ensure that they give plenty of praise to Matthew when doing a competitive game.</p>

Individual's
Name:

Staff Sign
& Date:

1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Bathing/showering/hand washing/ use of toiletries/washing hair/drying/brushing hair	Matthew can wash his hands independently	staff should always remind and prompt Matthew to wash his hands
Brushing teeth	Staff do not support Matthew in this area	Staff do not support Matthew in this area
Shaving	Staff do not support Matthew in this area	Staff do not support Matthew in this area
Feminine Care	N/A	N/A
Dressing/Undressing	Staff do not support Matthew in this area	Staff do not support Matthew in this area

 Individual's
 Name:

 Staff Sign
 & Date:

1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Food preparation / cooking	Staff do not support Matthew in this area	Staff do not support Matthew in this area
Eating / use of cutlery / drinking	Matthew can eat and use cutlery independently	No Support Required
Bed making/ setting tables / cleaning tables General cleaning	Staff do not support Matthew in this area	Staff do not support Matthew in this area
Money skills and waiting in queues	Matthew will usually ask for staff to handle money when paying. Matthew is patient when waiting in queues that aren't too long	Staff to try encouraging Matthew when paying to even work out how much change he is due. Staff to try pick shortest queue to prevent Matthew possibly absconding
Accessing places to eat	Matthew can access places to eat with no difficulty and is good at being patient	Staff should help Matthew order his food

Individual's
Name:

Staff Sign
& Date:

1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Busy places	Matthew copes well in busy places but will make staff aware if it becomes too busy	Staff to continue to interact with Matthew while keeping a look at how he his coping with the busy place.
Using public toilets	Matthew has used public toilets independently	Staff to let MA know they will be waiting outside for him
Road safety	Matthew understands that roads can be busy and unsafe, He will wait at the road before crossing with prompt	Staff to continue to remind Matthew about being safe when approaching roads and crossing.
Transport and travelling	Matthew can travel by car and will sit in the back. Matthew prefers to be traveling in bigger cars (people carrier) as it gives him more space.	Staff to try find out what Matthews anxiety levels currently are before picking up as being in a smaller car may lead to Matthew becoming loud and refusing to enter.

Individual's
Name:

Staff Sign
& Date:

Preferred Routines

Routine: i.e. Morning Routine

Routine Ref No: i.e. JB 1.8.1

Description of routine and Individual's preferred methods of carrying this out	What support is required from staff at each stage? What can be independently achieved?

Individual's Name:

Staff Sign & Date: