



## Support Plan

<b>Service User:</b>	Findlay Dunbar	<b>D.O.B:</b>	23/09/2004
<b>Service/Area:</b>	Outreach	<b>Service Commenced:</b>	21/09/2020

### 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:

**L**isten – always with interest, concern and action

**I**nspire – through every interaction so people can achieve their ambitions

**K**ind – genuine care and compassion

**E**xcellence – by striving to be the best we can

**I**ntegrity – acting ethically and being accountable

**T**rusting – 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**

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

## **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/>

## **ATLASS**

The ATLASS programme was developed by psychologists from the Studio 111 organisation as a 'Public Health Approach' and a 'Model of Wellbeing'. ATLASS entails a holistic approach to support that focuses on the wellbeing and happiness of the individuals in our services. The programme recognises the impact of stress on wellbeing, so rather than focusing on 'challenging behaviour' as something to be treated on its own ATLASS-trained practitioners focus on stress-reduction in service environments, positive interactions between staff and those they support, and the importance of health and exercise for wellbeing.



## Section 1

### Individual's Information / Autism Profile

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

## **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

<b>Full Name:</b>	Findlay Dunbar	<b>Preferred Name:</b>	Findlay
-------------------	----------------	------------------------	---------

<b>Photograph</b>	<b>D.O.B:</b>	23/09/2004
	<b>Home Address:</b>	20 Baileyfield Road, Edinburgh, EH15 1DL

### Important Relationships

<b><u>In Case of Emergency:</u></b>				
Name	Relationship	Address	Telephone	Additional information
Karen Jean Dunbar	Mother	20 Baileyfield Road, Edinburgh, EH15 1DL	07846585077	
David Dunbar	Father	20 Baileyfield Road, Edinburgh, EH15 1DL		

<b>Family/Friends/Pets</b>				
Name	Relationship	Address	Telephone	Additional information
Ava Dunbar	sister	20 Baileyfield Road, Edinburgh, EH15 1DL		
Iris Dunbar	sister	20 Baileyfield Road, Edinburgh, EH15 1DL		

<b>Individual's Name:</b>	Findlay Dunbar
---------------------------	----------------

<b>Staff Sign &amp; Date:</b>	
-------------------------------	--

### Professional People Involved

Professional	Name	Address	Telephone	E-Mail
GP	Dr South	Mountcastle Health Care Centre 132 Mountcastle EH15 3LL Edinburgh	0131 549 7300	
Pupil Support Leader	Angela McGee	Portobello High School 1 Milton Road East EH15 3BY Edinburgh	0131 669 2324	
Head Teacher	Ruth McKay	Portobello High School 1 Milton Road East EH15 3BY Edinburgh	0131 669 2324	
CAMHS Consultant	Dr Manders	CAMHS Lauriston Building Lauriston Place EH3 9EN Edinburgh	0131 536 9589	
Social Worker	Kirsten McEwan	The Fort 25 North Fort Street EH6 4FH Edinburgh	0131 469 3022	
ASL teacher	Amanda Knani	Additional Support for Learning Service East Neighbourhood Business Centre 101-103 Niddrie Mains Road EH16 4DS	0131 469 2850	
Educational Psychologist	Pam Reid	Waverly Court Level 1.3 4 East Market Street EH8 8BG Edinburgh	0131 469 2800	
Alternative Schools Manager	Emma Easton	Spartans Community Football Academy 94 Pilton Drive EH5 2HF	0131 552 7854	
Support for Learning Leader	Diane Barry	Portobello High School 1 Milton Road East EH15 3BY Edinburgh	0131 669 2324	

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:





**Senior  
Autism  
Practitioner:**

Lewis Gow

Staff who regularly support me are					
Rhys Bone- Cartwright	Hamza Amir				

### 1.2 Health/Diet/Medical Overview

<b>Autism Diagnosis</b>	ASD diagnosed
<b>Autism &amp; Learning Disability</b>	
<b>Comorbidity</b>	Attention Deficit Hyperactivity Disorder (ADHD)

<b>General Health</b>	<b>Dietary Information – likes/dislikes - Allergies</b>
<p>Findlay has been diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). His conditions manifest in Findlay's inability to successfully communicate with the outside world, process verbal and body language information and comprehend good and bad. As a result, he has always been prone to violence and aggressive behaviour however he does not see it as such.</p> <p>Findlay is well built for his age, with very loud voice and he has not perception of personal space. Findlay is in general good health. Findlay is taking melatonin daily.</p>	<p>Findlay talks about eating lots to "bulk up". He claims to have a Full English Breakfast every day and often two dinners at night. He also enjoys McDonalds and other takeaway foods.</p>
<b>Medical Conditions</b>	<b>Where to find additional information on diet plans and meal time routines</b>
<p>Findlay is currently prescribed Melatonin. This is taken once daily in the evening.</p> <p>Findlay is not currently on any medication for his ADHD. Mrs Dunbar reports that Findlay has always struggled with his ADHD medication. This was in relation to him feeling low. For this reason, various medications were trialed. Mrs Dunbar reports that Findlay agreed initially to trial other medications. He was prescribed Sertraline which he took for roughly one year. When Findlay stopped</p>	

**Individual's Name:**

Findlay Dunbar

**Staff Sign & Date:**

taking the Sertraline his parents noticed a decrease in Findlay's low mood.

Dr Manders recently prescribed Findlay Respiradone however he refused to take this. He would flush the tablet down the kitchen sink in the morning. Findlay refused to take this medication as he was previously on this around the same time, he started to experience intrusive thoughts. Findlay is of the view that the Respiradone caused the intrusive thoughts.

### Cultural and Religious Requirements

Individual's understanding of religious requirements	Staff support that is required
There is no information about religious requirements for Findlay.	Staff will contact parents to advice, if Findlay would requires assistance in this matter.

### Sexuality

Individual's understanding of their sexuality	Strategies to support in this area
Findlay identifies as heterosexual. He has recently had issues in a group setting when someone shared that they were LGBT. Findlay said he was "repulsed" by this behaviour and often leaves the company.	

Individual's  
Name:

Findlay Dunbar

Staff Sign  
& Date:

### 1.4 Outcomes

Brief Description of the service	
<p>Findlay will be supported on a 1:1 basis. This can also be amended to 2:1 if we feel he engages more or for activities that are "further afield" Findlay will be collected from his home address and a suitable activity planned in advance. Currently, Findlay is enjoying walks followed by lunch before he returns home.</p>	
Individual's contribution to support plan in detail:	
<p>Findlay can suggest suitable activities or places he would like to visit.</p>	
Individual's understanding of his/her service	Individual's representative understanding of his/her service
<p>Findlay understands that his service is to provide him with support and allow him to gain more independence</p>	<p>His parents understand the service and what it provides</p>

Individual's  
Name:

Findlay Dunbar

Staff Sign  
& Date:

### 1.5 Participation

How does the individual participate in life decisions?	Areas where additional support is required
Findlay participates in all life decisions. Findlay can express his wants and needs although he can't always identify what's best for him	Parents will help make important decisions
Who may Participate on the Individual's behalf?	Strategies to assist the individual to participate
Parents	Staff should explain clearly and slowly and redirect anything inappropriate
Tools that assist participation	Where are these tools found?
N/A	N/A
Evidence of this can be found	Additional Information
N/A	N/A

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:

Name: **Autism Profiling****Flexibility of Thought and Imagination****Strengths**

Engaging and talkative when comfortable

**Challenges**

Aggressive language and behaviour. May possibly make up stories

**Likes**

Music, football, sport, keeping fit, MMA, walks

**Dislikes**

Different people (eg LGBT)  
Social gathering  
Some group settings (mealtimes)

**Thinking Styles****Strengths**

Can identify needs and wants

**Challenges**

Not open to others

**Skills****Sensory****Strengths****Challenges****Health**

No current health issues

**Social Interaction****Strengths**

Can be anxious and inappropriate in company

**Challenges**

Language, aggression and violent behaviour.  
Can be easily led by peers

**Personality**

Confident, sociable, engaged

**Social Communication****Strengths**

Can be engaged and talkative

**Challenges**

Struggles with appropriate language





### 1.6.2 Communication

Method of communication	Strategies to support
<p>Findlay communicates using mature verbal speech.</p> <p>Findlay is able to articulate his thoughts and feelings clearly, however as he can describe situations/past experiences which are not strictly true or slightly exaggerated</p>	<p>Staff should engage in positive topics but anything inappropriate should be discouraged.</p>
Tools that staff can use to support communication	Where these tools can be found
N/A	N/A
Outcomes/future goals	Additional information
N/A	N/A

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:

### 1.6.3 Interaction with Others

Interaction with others	Areas where support is required
Findlay has great trouble interacting with family which causes great tension at home. He engages with people who are "similar" to him but struggles with different view and opinions. He can be easily led by peers which has gotten him into trouble in the past.	Findlay is aware of the impact he can have on the people around him. Try to remain positive and encouraging when things are going well
Strategies to support	Areas for development
Keeping relationship with staff both engaged and professional. Discourage or redirect when Findlay is negative towards others	
Outcomes/future goals	Additional information

Individual's  
Name:

Findlay Dunbar

Staff Sign  
& Date:

### 1.6.4 Imagination and Flexibility of Thought




Areas where flexibility and imagination are displayed	Areas where support is required
Findlay can be quite single minded and expects people to share his views and opinions.	Possible help with seeing other peoples views
Strategies to support	Areas for development
Outcomes/future goals	Additional information

Individual's  
Name:

Findlay Dunbar

Staff Sign  
& Date:

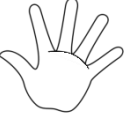



### 1.6.5 Sensory Processing

Sensory Area	Impact	Support Strategies
<b>Taste</b> 	N/A	
<b>Hearing/Sound</b> 	No further information	
<b>Visual</b> 	N/A	

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:

<b>Touch</b> 	Can struggle with social interaction	
<b>Smell</b> 	N/A	
<b>Vestibular Balance</b> 	N/A	
<b>Proprioception/ Sense of Space</b> 	Can struggle with social interaction	

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:

### 1.6.6 Likes and Dislikes

<b><u>Activities/Things - Likes</u></b> (level of ability and supervision / motivation/support required)	<b><u>Activities/Things - Dislikes</u></b> (Additional Support that is required from staff)
Sport, football, fitness, boxing  Computer games  Music  Walks	Social gatherings, mealtimes, lack of space

 Individual's  
 Name:

Findlay Dunbar

 Staff Sign  
 & Date:

### 1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
<b>Bathing/showering/hand washing/ use of toiletries/washing hair/drying/brushing hair</b>	N/A	
<b>Brushing teeth</b>	N/A	
<b>Shaving</b>	N/A	
<b>Feminine Care</b>	N/A	
<b>Dressing/Undressing</b>	N/A	

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:

### 1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
<b>Food preparation / cooking</b>	N/A	
<b>Eating / use of cutlery / drinking</b>	Not happy with shared mealtimes, social gathering	
<b>Bed making/ setting tables / cleaning tables</b>  <b>General cleaning</b>	N/A	
<b>Money skills and waiting in queues</b>	Can be anxious	Staff support
<b>Accessing places to eat</b>	Better with drive-thru etc	

 Individual's  
Name:

Findlay Dunbar

 Staff Sign  
& Date:



### 1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
<b>Busy places</b>	Can be anxious	Reassurance or avoidance
<b>Using public toilets</b>	Independent	Staff wait outside
<b>Road safety</b>	No information	
<b>Transport and travelling</b>	Happier to travel by car	

 Individual's  
Name:

Findlay Dunbar

 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?
<p>Findlay is collected, by staff from home. It is better to plan an activity ahead and this can be arranged with his parents in advance.</p> <p>Currently, Findlay is happy to go for walks with staff. He is talkative, engaged and often goes for lunch before returning home.</p>	

**Individual's  
Name:**

Findlay Dunbar

**Staff Sign  
& Date:**