



Support Plan

Service User:	Liam Finlayson	D.O.B:	24/04/2004
Service/Area:	Community Based Support / Edinburgh	Service Commenced:	09/03/2020

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:

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

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Company Registration Number :SC272307



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Keys to Life

The keys to life' are 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

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Section 1

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General Data Protection Regulation 2018

Scottish Strategy for Autism

Human Rights Act (1998)

GIRFEC

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GAP

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Corporate Risk Management Strategy

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Individual's Details

Full Name:	Liam Finlayson	Preferred Name:	Liam
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Photograph	D.O.B:	24/04/2004
	Home Address:	16 Tennant Street, Edinburgh, EH6 5ND

Important Relationships

<u>In Case of Emergency:</u>				
Name	Relationship	Address	Telephone	Additional information
Natasha Murray	Mother	16 Tennant Street, Edinburgh, EH6 5ND	0131 553 3084 / 07849 034318	

Family/Friends/Pets				
Name	Relationship	Address	Telephone	Additional information
Kevin	Brother	16 Tennant Street, Edinburgh, EH6 5ND		

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Professional People Involved

Professional	Name	Address	Telephone	E-Mail
Senior Social Worker	Juliana Heron			All contact Information held in office for relevant professionals
Allocated Social Worker	Edith Wycherley			
Morna Philips	Head Teacher – Oaklands School			
Fiona Smith	Key Teacher – Oaklands School			
Helen Downie	CAMHS Psychiatrist			
Jilly Cantlow	CAMHS			

Senior Autism Practitioner:

Justyna Zagiell

Staff who regularly support me are					
Samantha Waugh	Girlye Lindsay	Iain Grimston	Craig McCann	David Haggarty	

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1.2 Health/Diet/Medical Overview

Autism Diagnosis	Yes
Autism & Learning Disability	Yes
Comorbidity	

General Health	Dietary Information – likes/dislikes - Allergies
<p>Liam keeps general good health and likes to be very active but there are limitations due to his size. His physicality (large physical presence- 20 stones in weight)</p> <p>Liam enjoys being outdoors and engaging in outdoor activities.</p>	<p>No known allergies.</p>
Medical Conditions	Where to find additional information on diet plans and meal time routines
<p>No known medical conditions.</p>	<p>Liam's mealtimes are structured. Mealtimes are Breakfast, Lunch, Dinner, Supper. In general, mum will take care of Liam's food intake. Liam can choose preferred options using his PECS system. Liam should not access food out with the designated mealtimes. Liam should always be given a drink when he asks for it.</p> <p>Liam will not currently eat out with the home environment.</p>

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Cultural and Religious Requirements

Individual's understanding of religious requirements	Staff support that is required
<p>Liam shows little understanding or interest in religion or religious topics. Liam and his family have no requirements from Primecare staff in this area.</p>	<p>Liam does not request any support in this area. Staff should avoid this topic of conversation and stick to speaking about subjects more closely aligned to Liam's interests.</p>

Sexuality

Individual's understanding of their sexuality	Strategies to support in this area
<p>Liam shows little understanding or interest in sexuality. Liam and his family have no requirements from Primecare staff in this area.</p>	<p>Liam does not request any support in this area. Staff should avoid this topic of conversation and stick to speaking about subjects more closely aligned to Liam's interests</p>

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1.4 Outcomes

Brief Description of the service	
<p>Liam's service will consist of support from staff to undertake a range of activities by following his educational plan at The Yard, which is set by education. Staff will support Liam home by transporting him home in a Primecare people carrier. The service will continue to develop based on Liam needs and with consultation with his MDT and mum.</p>	
Individual's contribution to support plan in detail:	
<p>Liam has his visual timetable for his week, which details what Liam is doing throughout each day, lending some predictability to Liam's life. Liam's timetable is set, and all efforts should be made to ensure the activity goes ahead at the correct time of the day.</p> <p>Liam should be supported to follow his timetable at all opportunities and staff should continue to support Liam to be aware of his timetable in terms of now and next.</p>	
Individual's understanding of his/her service	Individual's representative understanding of his/her service
<p>Liam additional support needs mean that he shows little understanding of the service being provided. Liam takes time to build up trust and familiarity with staff and engages better with staff that he is familiar with.</p>	<p>Liam's mum, Natasha, is Liam's representative and has full understanding of the service being provided to currently support his education needs and build up his relationships with Primecare staff.</p>

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1.5 Participation

How does the individual participate in life decisions?	Areas where additional support is required
Liam participates in choosing using PECS symbols. Liam's visual timetable and symbols indicate transitions. The velcro symbol comes off and goes in finished pocket and next symbol being moved up to the now box. The PECS book is organised into categories so Liam can find things easily. At choosing time, Liam should only be presented with two choices. Liam will have the most commonly used symbols on the front of his book (I want, Toilet, Drink, Help).	Liam will need assistance in choosing what he would like, staff should give him 2 choices that he can decide from. Liam should not be given symbols for something that is not available. The choices on offer must be achievable.
Who may Participate on the Individual's behalf?	Strategies to assist the individual to participate
Liam's Mum may participate in making life decisions on Liam's behalf.	Staff should allow Liam to use PECS. Choices should be achievable and able to go ahead. Choices at choosing time should be limited to two choices. Liam can change his mind at choosing time but only from the two options presented. If there is something else Liam wants it can be added to the next choosing time if appropriate.
Tools that assist participation	Where are these tools found?
PECS symbols, PECS book, Visual Timetable,	PECS, Visual Timetable can be found In Liam's activity folder and inside the family home
Evidence of this can be found	Additional Information
	Do not put any conditions on Liam's choices, such as, "Say please". If I cannot have what is asked for at the time, tell me, "Sorry", and when I can have it, not, "No", as this can make Liam upset.

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Autism Profiling

Flexibility of Thought and Imagination

Strengths

Liam likes to investigate what objects do.

Challenges

Liam can become very focused on things that he wants, and will do everything possible to get them, no matter who or what is in his way.

Likes

Liam likes the outdoors, music, and rough and tumble play.

Liam enjoys cooking and will taste the ingredients he is using.

Dislikes

Liam dislikes change. He dislikes walking in water.

Thinking Styles

Strengths

Liam demonstrates good recall skills and can carry out many tasks if he has experienced them before.

Challenges

Liam sometimes needs time to process information. No awareness of danger. Liam struggles with change to his routines.

Liam Finlayson

Skills

Liam is very efficient in completing tasks he is familiar with

Health

Good General health.

Sensory

Strengths

Liam likes to rip paper and enjoys looking at water. Deep pressure makes Liam calm.

Liam is intrigued by the way objects look and how light reflects off them

Challenges

At times Liam doesn't like to use his hands and may hide them up his jumper or hide them behind his back.

Personality

Liam has a bubbly personality and is often smiling and laughing. He is a curious individual who loves to try new activities that involve doing things he enjoys

Social Communication

Strengths

Liam follows his timetable and can decide when an activity is finished by placing this in the finished box

Challenges

Liam needs adult help to calm down when he is distressed.

Social Interaction

Strengths

Liam can signal when he does not want to do something, he does this by shaking his head. Liam seems to recognise people he has seen before. Liam can hold eye contact with staff

Challenges

When frustrated Liam can push people away.

1.6.2 Communication

Method of communication	Strategies to support
<p>Liam uses facial expressions, PECS symbols, body language, gesture and vocalisations to communicate with others. Liam participates in choosing using PECS. Liam's visual timetable and symbols indicate transitions. The velcroed symbol comes off and goes in finished pocket and next symbol being moved up to the now box. The PECS book is organised into categories so Liam can find things easily. At choosing time, Liam should only be presented with two choices. Liam will have the most commonly used symbols on the front of his book (I want, Toilet, Drink, Help).</p> <p>Liam requests that all his behaviours are seen as communication, including the unwanted behaviours.</p> <p>Liam also uses some photographs and objects of reference to communicate. Liam can also benefit from social stories.</p>	<p>Liam will need assistance in choosing what he would like, staff should give him 2 choices that he can decide from. Liam should not be given symbols for something that is not available. The choices on offer must be achievable. Social stories may be required to introduce new things to Liam.</p>
Tools that staff can use to support communication	Where these tools can be found
<p>A variety of PECS cards and symbols help staff indicate to Liam that there will soon be a transition to another activity. Liam has a visual timetable, which shows him what he is doing at each point of the day.</p>	<p>PECS cards are found in Liam's activity folder.</p>

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Outcomes/future goals	Additional information
<p>To support Liam to communicate his needs/wants/desires.</p>	<p>The use of PECS cards is an important tool in the structure of Liam's day, this helps him transition between each task or activity. PECS symbols should be available at all times, particularly Liam's symbols for I want, Toilet, Drink and Help.</p>

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1.6.3 Interaction with Others

Interaction with others	Areas where support is required
<p>Liam interacts with others by using eye contact and facial gestures. When he is excited or becoming stressed Liam may express himself by making verbal noises (vocalising) but does not form words. He also laughs when he is happy and cries when he is upset.</p>	<p>Staff should make eye contact with Liam and engage positively while encouraging more interaction. Liam should receive praise and encouragement from staff when he is doing an activity correctly.</p>
Strategies to support	Areas for development
<p>Praising Liam after each decision or achievement reinforces a positive structure for him.</p> <p>Never acknowledge the unwanted behaviours as Liam does not know the difference between positive and negative attention. Instead, redirect Liam back to the activity and give him lots of attention for that to reinforce the wanted behaviour.</p> <p>Be emotionally responsive to Liam. Acknowledge Liam's feelings, eg say, "I know this is hard for you..."</p> <p>Do not place any conditions on Liam receiving his choices, such as making Liam say, "Please".</p> <p>Never say, "No" to Liam as this is very final. Instead, tell Liam when he can have it (even if this is next week, at least it is still framed in a positive way)</p>	<p>Analyse Liam's behaviour to see what the function is and proactively support Liam to find a better way to meet that function.</p>
Outcomes/future goals	Additional information

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To build relationships with a range of adults through strategy and consistency. Liam needs consistent visual supports to help the adults be consistent so he can rely on the visuals and not the adults.

When Liam is frustrated or angry, he may push adults or items out of his way. Sometimes, Liam may run across the room and throw himself against the wall, he also does this when he is happy for stimulation. To help calm him down, he needs a familiar member of staff to redirect him, sit with him, talk softly, encourage him to stay calm and reinforce the current task on his timetable.

When Liam takes things apart or destroys things, this can be Liam's attempt to bring back order where he feels order has been lost. It is his way of organising.

Liam should not be prevented from 'organising' unless the action causes harm to others or himself. In this case, Liam should be re-directed back to the wanted activity.

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1.6.4 Imagination and Flexibility of Thought

Areas where flexibility and imagination are displayed	Areas where support is required
<p>Liam is very dependant on routines. Liam uses a visual timetable to let him know what is expected at each part of the day. This gives Liam some predictability in his life, so it is essential that Liam's timetable is followed and that the activities go ahead.</p>	<p>Liam needs to know what is going to happen to feel calm and settled. Liam uses his visual timetable to know what is going to happen. Liam will need to be presented with his timetable. Ensure Liam's timetable is set up and ready for use for his arrival. Liam must check his timetable at each transition, drawing attention to what has finished and what it is time for. Put the symbol coming off in the finished pocket and next symbol is moved up to the "Now" box. Clear, concise communication should be used, and only from one person at a time. Liam should be redirected back to his visual timetable. When showing Liam, the timetable, do not ask questions, make statements. E.g. "It's time for...", not, "Shall we..." or "Are you ready for...".</p>
Strategies to support	Areas for development
<p>Staff should use Liam's visual board to prepare him for stopping one activity and transitioning to the next one or to another location. Staff should count down slowly from 5 to help give Liam time to process what is being asked.</p> <p>Staff should ensure they are familiar with the necessary routines in the Adaptive Skills Programme document. that will apply when Liam is in their care.</p> <p>Staff should look to build up a routine for transitioning to and from the car. Staff should all be consistent in their approach. It is essential that Liam's timetable is followed and that activities can go ahead. Forward planning will be necessary in order to ensure activities can go ahead.</p>	<p>Transitioning from car to The Yard.</p> <p>Developing ways to manage change in routine such as where activities cannot go ahead at The Yard</p>

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Outcomes/future goals	Additional information
<p>Liam to be supported to carry out the activities on his weekly timetable.</p>	<p>Staff should read the Adaptive Skills Programme document for a full prescriptive list of how to work with Liam in different aspects of his life. This should be read in conjunction with Liam's Autism Profile and the support Plan prior to working with Liam.</p>




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1.6.5 Sensory Processing

Sensory Area	Impact	Support Strategies
<p>Taste</p> 	<p>Liam has no issues with taste. However, Liam may put things in his mouth that is not suitable.</p>	<p>Liam should have safe things to chew on to prevent him from putting unwanted things in his mouth. Liam should be offered a safe chew item if he is displaying signs of wanting to chew.</p>
<p>Hearing/Sound</p> 	<p>Liam should not be exposed to loud noises where possible as this could cause him to be unsettled and divert his attention.</p>	<p>Staff to not initially take Liam into an environment where there is excessive noise. If Liam becomes unsettled with excessive noise, then staff should redirect him away from this.</p>
<p>Visual</p> 	<p>Liam has a great attention to detail and seems to take in his surroundings. Liam can remember familiar surroundings.</p>	<p>When travelling to and from known places, the same driving or walking routes must be followed.</p>





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<p>Touch</p> 	<p>Sometimes Liam does not like to use his hands, he will hide them or sit on them.</p> <p>Liam may fidget. This can be helped by providing Liam with a fidget bag with items to squeeze or a beanbag</p>	<p>Staff should encourage Liam to use his hands to engage in the activity. If Liam does not wish to use his hands staff should give him time to process what is being asked before referring to the activity and timetable to re-engage Liam in the task. Liam should be offered a fidget bag/beanbag is he is fidgeting.</p>
<p>Smell</p> 	<p>Liam appears to have a good sense of smell. He has previously reacted negatively to strong smelling candles.</p>	<p>Staff can prepare Liam in advance if he will encounter strong smells</p>
<p>Vestibular Balance</p> 	<p>Liam can struggle when on uneven surfaces.</p>	<p>When Walking on uneven surfaces, staff should support Liam in his wheelchair. When accessing a car, it should be parked on a flat surface.</p>
<p>Proprioception/ Sense of Space</p> 	<p>Liam has little to no sense of space, especially when he is heightened. This can present a problem for staff as he may push them aside to get to what he would like.</p>	<p>Staff should assist Liam and guide him safely to where he needs to be, ensuring his and the others around him are safe</p>

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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> Messy play Ripping paper Musical instruments Mud kitchen Art His hoodie Being outdoors Hiding his hands up his sleeve and in his pockets Fireman Sam Games sessions with friends Singing Building things Taking things apart Going for a walk Drama Intensive interaction People responding and repeating my vocalisations Food/cooking activities Massage (sometimes) Deep pressure (squeezing hands) Swimming Showers Snoozed Being on the static bike Going on the school bus Electrical sockets (danger) Pressing the fire alarm Pressing the green emergency button Car gears/dashboard/buttons/dials Picking fluff from his toes Physical contact Looking at people's faces Mouldable shaving foam Puzzles Fairy liquid/fairy liquid bottles Slime Painting Cutting things up with scissors </p>	<p> Transitions Mum being in school/The Yard Unexpected changes in his routine* Having to take his hoodie off When his respite day is changed When activities are no longer available When transport changes When he cannot have something When things are finished, and he doesn't want them to be When he is confused and not able to make himself understood in the pool area His hoodie or coat being zipped up too far When the lights change suddenly People too close when I am feeling agitated/upset New bits of paper/posters on walls in places he knows well Other people getting my shoes wet </p> <p> *Liam's ability to cope with these things varies greatly. At times, Liam shows a clear understanding and acceptance of things changing unexpectedly or if something is no longer available. With calm, simple explanation from those supporting him, Liam can accept these and move forwards. At other times, Liam can become very upset, tearful and unaccepting of these changes. </p>

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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	Liam can wash his hands with the help of staff and will need prompted to do so	Staff should encourage Liam to wash his hands. Staff should wash Liam's hands at the same time as their on as Liam will struggle to rub the handwash in. Staff should show Liam the sign for handwashing
Brushing teeth	Unknown	Staff do not support Liam in this area
Shaving	Unknown	Staff do not support Liam in this area
Feminine Care	N/A	N/A
Dressing/Undressing	Liam can dress and undress himself. He may get caught in his top or bottoms and staff should help him when this happens Mum will support Liam to get dressed in the morning by giving him a choice of what to he would like to wear	Should staff need to assist Liam in dressing and undressing they should show him the relevant sign. Staff should then help Liam as and when they see fit – such as if he gets caught in his t-shirt

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1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Food preparation / cooking	Liam is unable to prepare his meals.	His mum or staff will prepare this for him.
Eating / use of cutlery / drinking	Liam can use cutlery, which is plastic.	Liam knows where his cutlery is kept, however, his mum or staff will give it to him.
Bed making/ setting tables / cleaning tables General cleaning	Liam can clean with support from staff or staff. Mum will often give Liam the dustpan and brush to clean up mess he has made	Mum or support staff will help Liam with cleaning and will carry out more complex cleaning tasks for him
Money skills and waiting in queues	Liam is not aware of how to manage money.	His mum manages this for him.
Accessing places to eat	This is not currently part of Liam Support	N/A

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1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Busy places	Liam does not cope particularly well with busy places and can become overwhelmed	Staff should attempt to avoid busy places. When in a busy place staff should use Liam's wheelchair and give him reassurance. Staff should dynamically assess the environment for potential dangers or things that can make Liam anxious and remove dangers.
Using public toilets	Liam can use the toilet with some independence, when passing urine, but must be supervised and supported with verbal prompts to carry out his personal care routine. He will take himself to a toilet when he needs and can use the toilet symbol to request (in a familiar building) when he needs. He needs support to clean himself when he has a BM and needs verbally prompted, in context, to carry out the rest of the routine such as washing his hands.	Liam will pull at his trousers to tell staff he needs the toilet or use the toilet symbol. Liam should be encouraged to use the symbol and praised for good signing.
Road safety	Liam has no awareness of road safety.	If Liam is close to traffic staff need to safely guide him past. See Risk Assessment on Out Walking.
Transport and travelling	There have been no issues when transporting Liam by car. Liam will sometimes struggle to transition in and out of the car. Liam has been known to try to pull at the steering wheel or handbrake.	Liam sometimes requires a longer period to process information he has been given. Staff should allow for this and should not overload Liam. Give him clear instructions and use his timetable to help him transition in or out of the car if he is finding this difficult. See Risk Assessment on Travelling in Cars.

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Routine: i.e. Morning Routine

Routine Ref No: i.e. JB 1.8.1

Preferred Routines

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>Liam needs to see his timetable so he knows when and in what order things will happen. Liam will move activity symbols into the finished box when he is ready to move on.</p>	<p>Staff must be patient and allow Liam to process the information he is being given.</p>

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