



Support Plan

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|----------------------|-----------------|---------------------------|------------|
| Service User: | Afolabi Oduniyi | D.O.B: | 31.10.08 |
| Service/Area: | Outreach | Service Commenced: | 31/10/2020 |

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

11 Castle Road

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

Company Registration Number :SC272307



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| 1 | Individual's Information/Autism Profile |
| 2 | Service Agreement / Future Goals |
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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> <p>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</p> |
| 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: | Afolabi Oduniyi | Preferred Name: | Afolabi |
|-------------------|-----------------|------------------------|---------|

| | | |
|--|----------------------|---|
| Photograph | D.O.B: | 31.10.08 |
|  | Home Address: | 38 Hallcroft Park Ratho Edinburgh EH28 8SF |

Important Relationships

| <u>In Case of Emergency:</u> | | | | |
|------------------------------|--------------|---|---------------|------------------------|
| Name | Relationship | Address | Telephone | Additional information |
| Zubaidat Oduniyi | Mother | 38 Hallcroft Park Ratho Edinburgh EH28 8SF | 0131-333-0369 | 07515942253 |

| <u>Family/Friends/Pets</u> | | | | |
|----------------------------|--------------|---|---------------|------------------------|
| Name | Relationship | Address | Telephone | Additional information |
| Olagbuyi Oduniyi | Father | 38 Hallcroft Park Ratho Edinburgh EH28 8SF | 0131-333-0369 | 0745969723 |
| Afolarin Oduniyi | Brother | 38 Hallcroft Park Ratho Edinburgh EH28 8SF | | |

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| Individual's Name: | Stevie McKain |
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| Staff Sign & Date: | 25/10/2020 |
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Personal Details

1.1



| | | | | |
|---------------------|---------|---|--|--|
| Olatumji Oduniyi | Brother | 38 Hallcroft Park Ratho Edinburgh EH28 8SF | | |
|---------------------|---------|---|--|--|

Professional People Involved

| Professional | Name | Address | Telephone | E-Mail |
|-----------------------------------|------------------|--|---------------|---|
| Social Worker | Rebecca McKinnon | | 07825034196 | Rebecca McKinnon <Rebecca.McKinnon@edinburgh.gov.uk> |
| Additional Support for Learning | Jilly Cantlow | Additional Support for Learning Service, East Neighbourhood Centre | 0131 667 4831 | |
| Clinical Psychologist (CAMHS -LD) | Helen Downie | NHS Lothian CAMHS LD Team | 0131 537 9589 | |
| | | | | |
| | | | | |
| | | | | |

Key Worker:

Key Worker Picture:

Senior Autism Practitioner:

Stevie McKain

Staff who regularly support me are

| | | | | | |
|----------------|----------------|-----------------|------------|-------------------|---------------|
| Nichola Vannet | Girlye Lindsay | Lauren Hastings | Hamza Amir | Cameron Robertson | Iain Grimston |
|----------------|----------------|-----------------|------------|-------------------|---------------|

Individual's Name:

Stevie McKain

Staff Sign & Date:

25/10/2020

1.2 Health/Diet/Medical Overview

| | |
|---|-----|
| Autism Diagnosis | Yes |
| Autism & Learning Disability | |
| Comorbidity | |

| General Health | Dietary Information – likes/dislikes - Allergies |
|--|--|
| Afolabi keeps in good general health and likes to be active. | Afolabi was also reported to be expanding his diet and eating more of a variety of foods. He has learnt the importance of exercising and is keen to do this regularly. |
| Medical Conditions | Where to find additional information on diet plans and meal time routines |
| Afolabi has a diagnosis of ASD. He has a complex profile and experiences high levels of anxiety which are presented through his behaviour. | Afolabi's Mum is the best person to ask for more information about his diet plans and meal routines. |

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| Individual's Name: | Stevie McKain |
|---------------------------|---------------|

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Cultural and Religious Requirements

| Individual's understanding of religious requirements | Staff support that is required |
|--|--|
| Afolabi and his family follow Islam. | Afolabi's parents will support him with his faith. |

Sexuality

| Individual's understanding of their sexuality | Strategies to support in this area |
|---|---|
| Unknown | Re-direct where possible and seek advice from Parents about how they want to proceed. |

Individual's Name: Stevie McKain

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1.4 Outcomes

| Brief Description of the service | |
|---|---|
| <p>Primecare staff will support Afolabi on a 2:1 basis, providing outreach respite for his parents. Staff will support Afolabi to take part in activities out with the family home for a few hours, 2 days a week.</p> | |
| Individual's contribution to support plan in detail: | |
| <p>Identify Afolabi's likes and dislike. Support him on the activity that he wants to do. Be a good listener as he likes to explain things specially with his favourite cartoons. Give him reassurance when his getting anxious make him feel that you can protect him.</p> | |
| Individual's understanding of his/her service | Individual's representative understanding of his/her service |
| <p>Afolabi understands that staff will support him on a 2:1 basis and will take him out the house to do activities.</p> | <p>Afolabi's family are extremely committed to him and to promoting his wellbeing and advocating on his behalf. They are accepting of help and advice and working with professionals.</p> |

Individual's Name:

Stevie McKain

Staff Sign & Date:

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1.5 Participation

| How does the individual participate in life decisions? | Areas where additional support is required |
|---|---|
| Afolabi's parents support him to make decisions | Additional support in speech and language |
| Who may Participate on the Individual's behalf? | Strategies to assist the individual to participate |
| Afolabi's parents support him to make decisions. | Encouragement and reassurance and setting an example |
| Tools that assist participation | Where are these tools found? |
| Positive languages | Carers |
| Evidence of this can be found | Additional Information |
| Carer's knowledge about Afolabi | |

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|---------------------------|---------------|
| Individual's Name: | Stevie McKain |
|---------------------------|---------------|

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Autism Profiling

Flexibility of Thought and Imagination

Strengths

He can do role play with the action figures, he can use different voices when reading pages on books

Challenges

Afolabi has a tendency of being loud in public when doing role playing or reading books and making different voices

Likes

Disney, Cartoons, Simpsons, Good outdoor activities, Toy Shops, Football, Sonic, Super Mario, Pokemon

Dislikes

People nagging him. Doesn't like long walks. Don't like dogs. Don't like cold weather

Thinking Styles

Strengths

Challenges

Afolabi has no danger awareness and needs to be supervised at all times.

Skills

Health

Afolabi keeps in good general health

Sensory

Strengths

Afolabi has a good sensory in all aspect

Challenges

Personality

Afolabi is an active, outgoing young man and is happy meeting new people,

Social Interaction

Strengths

Challenges

Afolabi needs adults to be predictable in what they do. He needs to know that whatever is o his timetable will happen, whether he engages or not

Social Communication

Strengths

Afolabi is good in expressing and explaining things

Challenges

Afolabi stutter when he talks

1.6.2 Communication

| Method of communication | Strategies to support |
|--|---|
| Verbal communication | When Afolabi stutters carers can remind him to take his time explaining |
| Tools that staff can use to support communication | Where these tools can be found |
| Good communication and encouragement | Carers |
| Outcomes/future goals | Additional information |
| Afolabi will be more confident speaking to people/carers | Carers should speak about things that interest Afolabi like super mario, sonic and other cartoons that he likes |

Individual's
Name:

Staff Sign
& Date:

1.6.3 Interaction with Others

| Interaction with others | Areas where support is required |
|---|---|
| <p>Afolabi can interact with other specially with people/carers that he likes and already met several times however he struggles to get on with new faces/new carers that he just met</p> | <p>Carers who know Afolabi needs to take the lead to encourage him to speak to new carers and help him to have a conversation</p> |
| Strategies to support | Areas for development |
| <p>New carers need to read Afolabi's care plan and get familiar with things that he likes to be able to start conversation with him</p> | <p>Afolabi's struggle to interact with new faces/ new carers</p> |
| Outcomes/future goals | Additional information |
| <p>Build his confidence in interacting with all the carers whether they are old carers or new carers</p> | <p>All carers needs to know Afolabi's interest to be able to have interaction and communication</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>Afolabi do some role play with some of the toy figures that he see on the toy shop, He also like to put different voices to books that he reads</p> | <p>Afolabi needs to be reminded to lower his voice when doing role play in shops to avoid disturbance of other shoppers</p> |
| Strategies to support | Areas for development |
| <p>Good communication and good listener</p> | |
| Outcomes/future goals | Additional information |
| <p>Future goal is to do role playing activity in the hub and to experience to play console game in the hub</p> | <p>Afolabi likes it when you are interested and listening to him</p> |

Individual's
Name:

Staff Sign
& Date:





1.6.5 Sensory Processing

| Sensory Area | Impact | Support Strategies |
|---|-------------|--------------------|
| <p>Taste</p>  | <p>good</p> | |
| <p>Hearing/Sound</p>  | <p>good</p> | |
| <p>Visual</p>  | <p>good</p> | |

Individual's Name:

Staff Sign & Date:



| | | |
|--|-------------|--|
| <p>Touch</p>  | <p>good</p> | |
| <p>Smell</p>  | <p>good</p> | |
| <p>Vestibular Balance</p>  | | |
| <p>Proprioception/ Sense of Space</p>  | <p>good</p> | |

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| <p>Individual's Name:</p> | |
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| <p>Staff Sign & Date:</p> | |
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1.6.6 Likes and Dislikes

| <p><u>Activities/Things - Likes</u> (level of ability and supervision / motivation/support required)</p> | <p><u>Activities/Things - Dislikes</u> (Additional Support that is required from staff)</p> |
|---|--|
| <p>Afolabi likes going to toy shops, checking books, DVDs and magazines. Afolabi likes super Mario, sonic, Pokemon and all the characters specially Pikachu Afolabi likes to play football with his brother</p> | <p>Afolabi doesn't like dogs, long walks and cold weather</p> |

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| <p>Individual's Name:</p> | |
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| <p>Staff Sign & Date:</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 | Afolabi is capable in washing his hands and using toiletries | |
| Brushing teeth | | |
| Shaving | N/A | |
| Feminine Care | N/A | |
| Dressing/Undressing | Afolabi is capable in dressing and undressing his self | |

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 | Afolabi needs support in cooking his food | |
| Eating / use of cutlery / drinking | Afolabi is capable in using cutlery/drinking | |
| Bed making/ setting tables / cleaning tables General cleaning | | |
| Money skills and waiting in queues | Afolabi needs assistance in handling his money and patience on waiting in queues | |
| Accessing places to eat | Afolabi is capable of finding safe place to eat | |

 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 | Afolabi need guidance in busy places | Go with the same phase as he walks, he has a tendency of walking fast |
| Using public toilets | Afolabi is capable and don't need assistance in using public toilets | |
| Road safety | Afolabi needs assistance on road safety | Carers needs to walk next to Afolabi and verbally remind him when walking on a busy road |
| Transport and travelling | Afolabi is well mannered and capable inside cars or any transportation | |

Individual's
Name:

Staff Sign
& Date:

Preferred Routines

Routine: i.e. Morning Routine

Routine Ref No: i.e. JB 1.8.1

| <p>Description of routine and Individual's preferred methods of carrying this out</p> | <p>What support is required from staff at each stage? What can be independently achieved?</p> |
|--|---|
| <p>Afolabi greets the carers as soon as he sees them and starts making plan on where he wants to go and what activity he wants to do for the day</p> | <p>Carers support Afolabi by giving suggestions on where they can go and what activities they can do for the day Carers needs to be knowledgeable of places where they can go or where they can do activities</p> |

Individual's Name:

Staff Sign & Date: