



Support Plan

Service User:	John Clark	D.O.B:	28.07.2004
Service/Area:	Housing Support	Service Commenced:	12.10.2020

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



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:	John Clark	Preferred Name:	John
-------------------	------------	------------------------	------

Photograph	D.O.B:	28.07.2004
	Home Address:	44 Middleton Road, Uphall, West Lothian, EH52 5DF

Important Relationships

<u>In Case of Emergency:</u>				
Name	Relationship	Address	Telephone	Additional information
Louise Clark	Mother	49 Moredun Dykes Road, Edinburgh		

Family/Friends/Pets				
Name	Relationship	Address	Telephone	Additional information
Mathew Clark	Brother	49 Moredun Dykes Road, Edinburgh	N/A	
Andrew Clark	Brother	49 Moredun Dykes Road, Edinburgh	N/A	
Jordan Clark	Half brother			
David Clark	Dad	Edinburgh		

Individual's Name:	
---------------------------	--

Staff Sign & Date:	
-------------------------------	--

Professional People Involved

Professional	Name	Address	Telephone	E-Mail
Social Worker	Frances McKay	The Fort, 25 North Fort Street, Leith EH6 4HF	Mobile 07593021436 Tel: 0131 529 3504	Frances.McKay@edinburgh.gov.uk
CAMHS DR	Dr Catty		CAMHS	
Forensic Team				

Senior Autism Practitioner:

Steven McKain

Staff who regularly support me are					
Craig McCann	Steven Cockburn	Samantha Waugh	Girlye Lindsay	David Haggarty	

Individual's Name:	
---------------------------	--

Staff Sign & Date:	
-------------------------------	--

1.2 Health/Diet/Medical Overview

Autism Diagnosis	X
Autism & Learning Disability	
Comorbidity	

General Health	Dietary Information – likes/dislikes - Allergies
John has overall good general health.	<p>None Diagnosed</p> <p>John States that he is allergic to dust. Generally drink sugar free juice (full fat doctor Pepper).</p> <p>Generally follows a healthy diet. Needs support with portion control, would eat a full tub of pringles.</p> <p>Energy drinks to be limited 2 per week as much as possible and staff to encourage sugar free.</p>
Medical Conditions	Where to find additional information on diet plans and meal time routines
<p>John has a diagnosis of ADHD and Autism.</p> <p>Previous diagnosis of Hyperacusis. John now states that he has been cured of this. John still has difficulties with noisy environments.</p>	<p>Weekly meal planner kept in Kitchen. Shopping list and meal planner completed weekly – staff to support John to plan.</p>

Individual's
Name:

Staff Sign
& Date:

Cultural and Religious Requirements

Individual's understanding of religious requirements	Staff support that is required
<p>John has a basic understanding of various religions. John does not currently practise any religion.</p>	<p>Staff are available to discuss/signpost John if he has any questions around religion.</p>

Sexuality

Individual's understanding of their sexuality	Strategies to support in this area
<p>John has basic understanding of sexual health. John understands the basic differences between males and females.</p>	<p>Staff are available to discuss/signpost John if he has any questions around sexuality or sexual health.</p>

Individual's
Name:

Staff Sign
& Date:

1.4 Outcomes

Brief Description of the service	
<p>John is supported at his flat in Uphall with a staffing ratio of 2:1 24/7. John will be continuing to engage in bespoke education programme. John will be supported by Primecare staff to undertake a variety of activities and build up his independent living skills.</p>	
Individual's contribution to support plan in detail:	
<p>John has completed some sections of the support plan with staff. John will be supported by staff to do weekly activity plans, weekly menu planner and shopping lists. John will be involved in all life decisions and will be supported by staff to make appropriate choices and including budgeting, finances and saving.</p>	
Individual's understanding of his/her service	Individual's representative understanding of his/her service
<p>John stated "I am an adult now". "I am looking forward to having my own house and buying furniture for my house" "I will help staff keep it tidy and clean".</p>	<p>John's mum Louise is involved with his support. Louise has good contact with John and Primecare staff. Louise is keen for John to gain independence and build up his independent living skills in his own home environment.</p>

Individual's
Name:

Staff Sign
& Date:

1.5 Participation

How does the individual participate in life decisions?	Areas where additional support is required
John has capacity and is able to make appropriate choices when he is calm. John has process information verbally and supported with written information.	John can need support to get the relevant information required to make informed choices.
Who may Participate on the Individual's behalf?	Strategies to assist the individual to participate
John's mum Louise is involved in his care.	
Tools that assist participation	Where are these tools found?
Activity planner Budgeting sheets	Activity planner board Budgeting sheets in finance folder
Evidence of this can be found	Additional Information

Individual's
Name:

Staff Sign
& Date:

Name: _____



Autism Profiling

Flexibility of Thought and Imagination

Strengths

Challenges

Likes

Dislikes

Thinking Styles

Strengths

Challenges

Skills

Health

Sensory

Strengths

Challenges

Personality

Social Communication

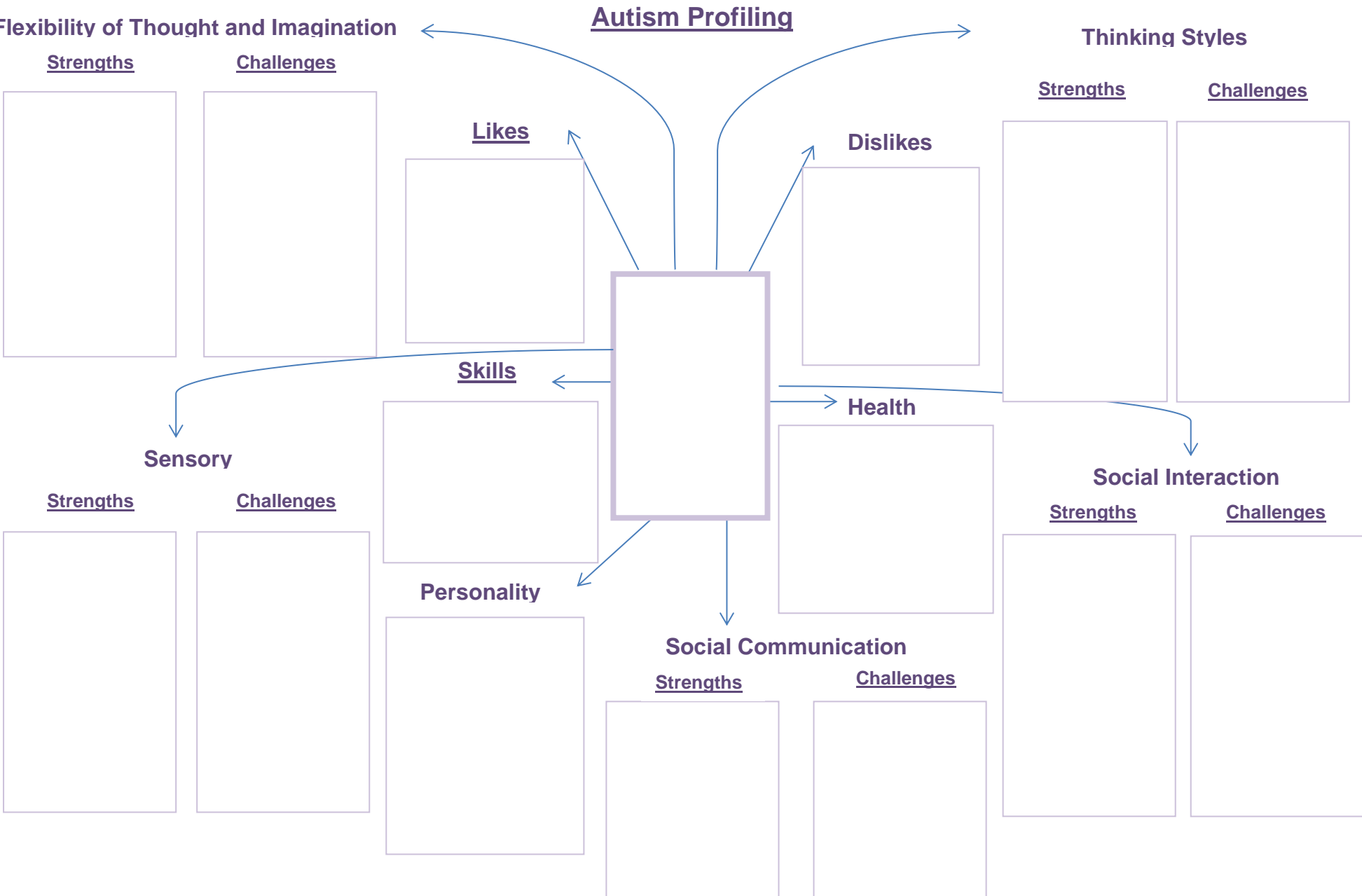
Strengths

Challenges

Social Interaction

Strengths

Challenges



1.6.2 Communication

Method of communication	Strategies to support
<p>John can communicate verbally. John has good reading and writing skills.</p>	<p>Any changes can be supported by written information. John is not keen on the use of social stories “states that they are not for him”. Information can be presented visually in a more formal and structure way to support processing larger changes.</p>
Tools that staff can use to support communication	Where these tools can be found
<p>Meal planners Budgeting sheets Activity planners</p>	<p>Meal planner kept in kitchen Budgeting sheets in finance folder Activity plan – on activity board</p>
Outcomes/future goals	Additional information
<p>To continue to engage in education and gain qualifications. To build up independent living skills around maintaining a budget and building</p>	

Individual's
Name:

John Clark

Staff Sign
& Date:

1.6.3 Interaction with Others

Interaction with others	Areas where support is required
<p>John engages well with staff. John can engage with members of the public and shop keepers. John has a friendship from school with a boy who was encouraging John to smoke. John long longer keeps in touch with him or any previous pupils from school.</p>	<p>John can at times needs support from staff in terms of confidence in new situations. John needs support from staff in terms of ensuring that he follows professional boundaries.</p>
Strategies to support	Areas for development
<p>Staff to support John at all times in the community. Staff to encourage John to engage in community processes, speaking to bus drivers, shop keepers to offer verbal encouragement. Staff to take the lead if John becomes anxious.</p>	<p>John to continue to build up confidence in accessing the community and engaging with the local community.</p>
Outcomes/future goals	Additional information
<p>To get used to local area and build in community links.</p>	

Individual's
Name:

John Clark

Staff Sign
& Date:

1.6.4 Imagination and Flexibility of Thought




Areas where flexibility and imagination are displayed	Areas where support is required
<p>John has capacity to make decisions and when calm, can be supported by staff to make choices.</p>	<p>John can find it difficult to process budgets in terms of things being on sale but still being expensive. (such as a TV being half price and but still an expensive item). Staff to support John with budgeting and finance skills.</p>
Strategies to support	Areas for development
Outcomes/future goals	Additional information

Individual's
Name:

John Clark

Staff Sign
& Date:

1.6.5 Sensory Processing





Sensory Area	Impact	Support Strategies
Taste 	No issues with Taste or Texture	None
Hearing/Sound 	John find noisy environments difficult. John can struggle with certain pitches and volumes – such as certain washing machines.	Staff to support John on planning what environments that he will be entering, to try and reduce encountering a busy environment.
Visual 	John wears glasses.	Staff to support John to wear them when appropriate. Staff to support John to keep his glasses clean and safe from scratches.

 Individual's
 Name:

John Clark

 Staff Sign
 & Date:



<p>Touch</p> 	<p>John has no issues with touch.</p>	<p>None</p>
<p>Smell</p> 	<p>John has no issues with smell</p>	<p>None</p>
<p>Vestibular Balance</p> 	<p>John has good vestibular balance – no issues</p>	<p>None</p>
<p>Proprioception/ Sense of Space</p> 	<p>John has good proprioception – no issues</p>	<p>None</p>

Individual's
Name:

John Clark

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>Computers</p> <p>Cooking</p> <p>Baking</p> <p>Anything to do with Technology</p> <p>John states that he likes – to annoy people</p> <p>Photography</p> <p>Extra long walks</p> <p>Xbox</p> <p>Music</p> <p>Watching Tv</p> <p>TV (Lucifer)</p>	<p>Children</p> <p>Covid 19 Guidelines – “Fake”</p> <p>Don't like being told what to do (“If unreasonable”)</p> <p>Sport</p> <p>Mess</p> <p>Traffic Jams</p>

 Individual's
 Name:

John Clark

 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	Prompt required as appropriate John usually bathes daily staff to prompt on day two if John has not had a bath. Staff to remind John to wash hands if he forgets	None
Brushing teeth	Twice daily prompt required for brushing teeth	Follow morning and evening routine
Shaving	John has a wet shave	Razor to be kept locked away when not in use.
Feminine Care	N/A	N/A
Dressing/Undressing	John can dress and undress independently.	Staff to support John to dress appropriately for the weather.

 Individual's
 Name:

John Clark

 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 supervision required with any sharp items. John will start by making two meals per week with staff support.	
Eating / use of cutlery / drinking	No issues	None
Bed making/ setting tables / cleaning tables General cleaning	John will need staff support to learn to make a bed. John will needs staff support to maintain a clean and tidy environment	
Money skills and waiting in queues	John has good counting skills. John can find the context of money difficult in terms of budgeting and an items worth.	None
Accessing places to eat	John enjoys going out for meals as long as the environment isn't to busy. John dislikes going to anywhere that is aimed at children – such as McDonalds. (would have takeaway McDonalds)	None

 Individual's
 Name:

John Clark

 Staff Sign
 & Date:

1.7 Life Skills at Home and in the Community

Area	Skills and Preferences	Support required (Activity Ref No.)
Busy places	John dislikes busy environments – more due to the noise level.	Staff should support John to avoid busy environments where possible.
Using public toilets	No issues – John prefers to use a cubical to a urinal	None
Road safety	John can become distracted and wander on to the road. John when anxious becomes less aware of road safety.	See risk assessment – road safety
Transport and travelling	John can travel in cars, buses and trains. Can struggle with public transport when it is busy. John should only access transport when he is calm.	See car and public transport risk assessment

 Individual's
 Name:

John Clark

 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: John Clark

Staff Sign & Date: