

# Pathway Plan

## Part One - Assessment

Given names

Family name

Gender Male  Female  Date of birth

A pathway plan must be completed for each young person who is eligible, as defined by the Children (Leaving Care Act) and for each relevant child who does not already have one.

Arrangements, including the timetable, for completing the needs assessment required for the pathway plan should be discussed and agreed at the young person's statutory review prior to their sixteenth birthday, and should be completed within three months of this date.

Young people should be actively involved in the assessment and planning processes.

Young people should be encouraged and supported to complete the My Pathway Plan consultation paper as part of the process of completing the Pathway Plan

1. Child/young person's current address

Post Code	Telephone

Name of Principal carer at this address

Relationship to young person

2. Name of young person's personal advisor

Office address of Young Person's Personal Advisor

Post Code	Telephone

3. Name of young person's social worker

Office address of Young Person's social worker

Post Code	Telephone

Date Needs Assessment commenced

Date assessment completed

Date Pathway Plan completed

Date Pathway Plan will be reviewed

### Those involved in Assessment

- Young person
- Mother
- Father
- Carers
- Other Family Member(s)
- School/College/Employer
- Health Provider
- Independent visitor/mentor
- Connexions advisor

	Yes	No	
	<input type="checkbox"/>	<input type="checkbox"/>	If any of those listed have not been consulted please give reason(s) why.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

### Getting the best from Pathway Planning.

The Pathway Plan is intended to support seamless planning for young people up until their eighteenth birthday. It builds on previous plans and assessments and for this reason it includes sections on Identity and Emotional and Behavioural Development.

This pathway planning document is in two parts:

- Part one records a summary of the assessment of the young person's needs and abilities
- Part two sets out the Pathway Plan for the young person based on this assessment.

Arrangements to complete the needs assessment required for the pathway plan and a timetable for this assessment should be discussed and agreed at the young person's statutory review meeting prior to their sixteenth birthday. The assessment should be completed no later than three months after this date. Where a *relevant child* does not have a pathway plan then an assessment of need must be completed no later than three months after he/she becomes *relevant*.

Young people must be actively involved in the assessment process to inform and develop their pathway plan. A consultation document 'My Pathway Plan' has been developed to support young people to give their views. However methods of assessment should take full account of the young person's communication skills and mobility requirements. Where a young person requires additional assistance to fully involve them in the assessment process then this must be offered. Assessments must take account of any needs that result from the young person's ethnicity, language, religion, culture, sexuality or any disability or impairment.

The following should also be consulted unless there is an exceptional reason not to do so:

- The young person's parents, and/or others with parental responsibility.
- Other family members who are important to the young person.
- Anyone caring for the young person – relatives, their foster carer or staff in residential homes.
- The young person's school or college.
- Any provider of health care or treatment for the young person.
- Any independent visitor, mentor or Connexions personal advisor offering support to the young person.

The Pathway Plan should also take account of any existing assessments and plans relating to the young person. These may include:

- Assessment and Progress Record
- Care Plan
- Placement Information Record and Agreements
- Personal Health and Education Plans
- Health Action Plan
- Transition Plan

A copy of the 'My Pathway Plan' should be given to all young people as part of the assessment and planning process. It will be important for some young people to know where they can obtain support to complete the 'My Pathway Plan'.

If a copy of 'My Pathway Plan' has not been provided to the young person please explain why?

What alternative or additional arrangements have been put in place to obtain the views of the young person?

## NEEDS ASSESSMENT - HEALTH

In completing this section it will be important to agree with the young person the information about their health that they are happy to share with others. This might include family members, carers, and other professionals such as teachers.

	Yes	No	Further Information
If the young person has any allergies or any other medical conditions, do they fully understand the nature of their condition.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person takes responsibility for obtaining treatment and taking any necessary medication.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is registered with a GP and dentist.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is able to access emergency services, e.g. A&E, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	
If the young person has a disability, are they able to access any services or equipment they might need.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is aware of health issues around sex, i.e. safe sex, contraception.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to access local sexual health services.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is aware of the health issues relating to the use of drugs, including tobacco and alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to access substance misuse (including alcohol) services.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person leads a healthy lifestyle e.g. diet and exercise.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is able to access appropriate emotional and mental health services.	<input type="checkbox"/>	<input type="checkbox"/>	Details of services currently being used by the young person and any necessary services that are not currently available

## NEEDS ASSESSMENT - EDUCATION, TRAINING AND EMPLOYMENT

Every young person will have a Personal Education Plan that should inform this section of the assessment.

	Yes	No	Further Information
An agreed pathway to further education, training or employment has been identified with the young person	<input type="checkbox"/>	<input type="checkbox"/>	
The young person's current pattern of attendance is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	
The young person's attainment is in line with their abilities	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is currently receiving support to enable them to reach their educational potential	<input type="checkbox"/>	<input type="checkbox"/>	
If the young person has a disability, a transition plan is in place	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has a National Insurance number	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to access careers advice	<input type="checkbox"/>	<input type="checkbox"/>	
Work needs to be done with the young person to increase chances of employment	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has job seeking skills, for example applying for and being interviewed for a job	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is aware of workplace expectations, for example self-presentation and timekeeping	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has an understanding of employee rights and responsibilities, for example tax, insurance and trade union membership	<input type="checkbox"/>	<input type="checkbox"/>	

### NEEDS ASSESSMENT - IDENTITY

**Identity refers to more than the young person's culture and ethnicity. This section should provide an insight into the how the young person views his or her self.**

	Yes	No	Further Information
What language does the young person use as their primary means of communication?	<input type="checkbox"/>	<input type="checkbox"/>	
Can the young person speak any other languages?	<input type="checkbox"/>	<input type="checkbox"/>	Please record details and whether the young person requires additional services.
The young person relates well to his/her ethnic and cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is aware of their religious heritage, for example observance of festivals and holidays	<input type="checkbox"/>	<input type="checkbox"/>	How does the young person describe their own identity

### FAMILY AND SOCIAL RELATIONSHIPS

	Yes	No	Further Information
The young person has regular contact with his/her birth family	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has a network of support. This may include family, friends, carers, mentors, and personal advisors.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person gets on with his/her carers	<input type="checkbox"/>	<input type="checkbox"/>	
Is the young person a parent?	<input type="checkbox"/>	<input type="checkbox"/>	If Yes, please record the names and ages of child(ren)
If Yes, do they have parental responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the child(ren) live with the young person	<input type="checkbox"/>	<input type="checkbox"/>	If No, what are the contact arrangements
The young person has positive, supportive friendships	<input type="checkbox"/>	<input type="checkbox"/>	
The young person takes part in organised leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	

**NEEDS ASSESSMENT - EMOTIONAL AND BEHAVIOURAL DEVELOPMENT**

**It will be important that the Pathway Plan is informed by information from any professionals working with the young person. However, the information to be shared in this assessment should be discussed with the young person and professional(s) concerned.**

	Yes	No	Further Information
The young person has good relationships with adults within the educational/training/work environment.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has good relationships with adults outside the educational/training/work environment.	<input type="checkbox"/>	<input type="checkbox"/>	
There are no concerns about the young person's relationships with peers.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person deals with frustration and anxieties with the support available to them.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is not involved in any offending behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	

## NEEDS ASSESSMENT - SELF CARE SKILLS AND SOCIAL PRESENTATION

Self-care skills cover a range of practical and social skills including finance. Accommodation is covered in the section of the needs assessment that covers Family and Environmental Factors (p10)

	Yes	No	Further Information
<b>Practical Skills</b>			
Is the young person able to:	<input type="checkbox"/>	<input type="checkbox"/>	
Manage and balance a budget	<input type="checkbox"/>	<input type="checkbox"/>	
Shop for food and clothing	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain a healthy diet	<input type="checkbox"/>	<input type="checkbox"/>	
Prepare and cook meals	<input type="checkbox"/>	<input type="checkbox"/>	
Wash and undertake basic repairs, for example sewing on a button	<input type="checkbox"/>	<input type="checkbox"/>	
Undertake basic household cleaning	<input type="checkbox"/>	<input type="checkbox"/>	
Be aware of safety in the home and carry out basic first aid	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Social Skills</b>			
Has the young person the ability to:	<input type="checkbox"/>	<input type="checkbox"/>	
Manage personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain a healthy lifestyle, including sexual health	<input type="checkbox"/>	<input type="checkbox"/>	
Use public transport	<input type="checkbox"/>	<input type="checkbox"/>	
Find and use community resources	<input type="checkbox"/>	<input type="checkbox"/>	
Access rights/representation services, for example CAB, local counsellors, complaints procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Access public services such as banks, passports	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain friendships and participate in social activities	<input type="checkbox"/>	<input type="checkbox"/>	

**SELF-CARE SKILLS – FINANCE**

What is the young person's current level of financial independence?      Manages all of own finances       Manages most of own finances   
    Manages some of own finances       Does not yet manage finances

	Yes	No	Further Information
The young person has a bank/building society account	<input type="checkbox"/>	<input type="checkbox"/>	
Is the young person able to manage a budget?	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to access financial advice?	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to obtain emergency financial assistance.	<input type="checkbox"/>	<input type="checkbox"/>	

Income should include: salary or wages, any benefits the young person receives, any financial support to the young person from the responsible authority and any savings or awards.

Expenditure should include: any outstanding loans the young person may have, any credit card payments or hire purchase agreements and any outstanding fines.

Details of how any difference between expenditure and income will be tackled should be set out in the plan.

Where a young person is a parent this section of the plan should include details of all income and expenditure and the overall impact of parenthood on the young person's financial circumstances.

Likely Expenditure	Amount in £ if applicable	Cost of item met by Income and/or additional funding, (please state which). Responsibility of young person, local authority or other to make payment?
Rent		
Gas/electric		
Clothes		
Fares		
Food		
Entertainment.		
TV license		
Water rates		
Council Tax		
Toiletries		
Outstanding loans/fines		
Work/College equipment		
Laundry		
Celebrations Birthdays		
Holiday		
Hobbies/Leisure		
Childcare		
Other		

**NEEDS ASSESSMENT - SUPPORT**

This section should assess the support provided to the young person by their birth family, current or previous carers and the responsible authority.

**Further Information**

**NEEDS ASSESSMENT - FAMILY AND ENVIRONMENTAL FACTORS**

This section should contain an assessment of the impact on the young person, and those providing him/her with support, of wider family and environmental factors.

**Further Information**

**FAMILY AND ENVIRONMENTAL FACTORS - ACCOMMODATION**

Where is the young person currently living?  
*Including, type of accommodation*

If the young person is a parent what is the impact of parenthood on their accommodation needs?

	Yes	No	Further Information
The young person's current accommodation arrangements are appropriate and stable.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person is able to carry out basic maintenance tasks, for example changing a fuse.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows who to contact for major repairs.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has a preference for the location and type of any future accommodation.	<input type="checkbox"/>	<input type="checkbox"/>	<u>Details:</u>
The young person has an understanding of the legal and social responsibilities of tenancy.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person's belongings are secure and insured.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person has the necessary budgeting skills to manage a tenancy.	<input type="checkbox"/>	<input type="checkbox"/>	
The young person knows how to access advice on housing..	<input type="checkbox"/>	<input type="checkbox"/>	

## Analysis

The analysis should list the factors that have an impact on different aspects of the young person's development and explore the relationship between them. This process of analysing the information available, should result in a clear understanding of the young person's needs, and what types of service provision would best address these needs to ensure the young person has the opportunity to achieve his or her potential.

## Part Two - The Plan

### Guidance

Needs	Information for Inclusion in the Pathway Plan.
<b>Health and Development.</b>	<ul style="list-style-type: none"> <li>• Information about support necessary to lead a healthy lifestyle e.g. dietary needs.</li> <li>• Name and address of GP.</li> <li>• Details of any specialist treatment required and how the young person will obtain this.</li> <li>• Emotional and mental health needs with details of services necessary to meet these.</li> </ul>
<b>Education, Training and Employment.</b>	<ul style="list-style-type: none"> <li>• Summary of the young person's educational attainment referring to their <i>Personal Education Plan</i>.</li> <li>• Programme for him/her to be maintained in order to access education or training opportunities – including the personal support that will be available and how other agencies will assist this objective.</li> <li>• Details of any support necessary.</li> <li>• Information about the young person's individual goals and ambitions for work.</li> </ul>
<b>Emotional and Behavioural Development</b>	<ul style="list-style-type: none"> <li>• Young person's ability to maintain positive relationships</li> <li>• How the young person copes with difficulties and frustrations</li> <li>• Involvement in offending</li> </ul>
<b>Identity</b>	<ul style="list-style-type: none"> <li>• The plan should be based on a clear understanding how the young person defines their own identity.</li> <li>• It should clarify how the young person will be supported to sustain a positive image and maintain links with their heritage.</li> </ul>
<b>Family and Social Relationships.</b>	<ul style="list-style-type: none"> <li>• Information about the practical and emotional support their family will offer a young person to maintain family and other relationships.</li> <li>• Details about other significant people who may be able to assist the young person establish a more independent lifestyle.</li> </ul>
<b>Practical and other skills necessary for independent living.</b>	<ul style="list-style-type: none"> <li>• Evaluation of the young person's current practical, social and emotional skills.</li> <li>• Information about the skills that he/she may need to acquire to enhance his/her abilities to manage successfully in their own accommodation and any support necessary to develop these skills.</li> </ul>
<b>Financial Arrangements.</b>	<ul style="list-style-type: none"> <li>• Summary of support necessary to enable the young person to develop budget management skills.</li> <li>• For <i>relevant</i> young people - information about the funding necessary to meet their basic needs including how they will draw their financial support; arrangements for funding other needs.</li> <li>• How to obtain funds in an emergency.</li> <li>• Bank account details.</li> <li>• Information about help that will be funded to enable young people to set up their own accommodation when they leave care.</li> <li>• Details of arrangements to ensure that a young person's property and accommodation is covered by adequate insurance.</li> <li>• Arrangements to offer the young person independent financial advice if required.</li> </ul>
<b>Accommodation</b>	<ul style="list-style-type: none"> <li>• Information about where the young person will live from age 16.</li> <li>• Arrangements and timing for the young person to move to more independent accommodation based on an assessment of their practical and other skills.</li> </ul>

### Health and Development

Please detail the arrangements that should be put in place to meet the young person's current and predicted health needs. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan:** What is the contingency plan if any of the above arrangements fall through or cannot be financed?

### Education/Training/Employment

Please detail the arrangements that should be put in place to meet the young person's current and predicted education/training/employment needs. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan:** What is the contingency plan if any of the above arrangements fall through or cannot be financed?

### Emotional and Behavioural Development

Please detail the arrangements that should be put in place to meet the young person's current and predicted emotional and behavioural needs. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan: What is the contingency plan if any of the above arrangements fall through or cannot be financed?**

### Identity

Please detail the arrangements that should be put in place to meet the young person's current and predicted needs relating to their identity. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan: What is the contingency plan if any of the above arrangements fall through or cannot be financed?**

### Family and Social Relationships

Please detail the arrangements that should be put in place to support the young person to maintain relationships with family and friends. Please note who will be responsible for each action, when it will be carried out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan: What is the contingency plan if any of the above arrangements fall through or cannot be financed?**

### Social Presentation and self-care skills

Please detail the arrangements that should be put in place to meet the young person's current and predicted social presentation. Please note who will be responsible for each action, when it will be carried out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan: What is the contingency plan if any of the above arrangements fall through or cannot be financed?**

**Financial**

What are the financial implications of the plan? How will the young person be supported to develop his/her budgetary skills?

Objectives	Person Responsible	Financial arrangements/cost	Date From	Date To
<p>What financial arrangements need to be put in place to support the plan?</p> <p>These should include details of future payments to the young person in respect of their accommodation.</p> <p>This section should also specify the arrangements for any ongoing payments to the young person</p> <p>If the young person is going on to further education outside the responsible authority, what will the arrangements be for any ongoing financial support for the young person including responsibility for fees, materials, travel and accommodation costs.</p>				

**Contingency Plan:** What is the contingency plan if any of the above arrangements fall through or cannot be financed?

**Support** Please detail the arrangements that should be put in place to ensure, where appropriate, that the young person maintains contact with their birth family. This section of the plan should also outline how the authority, as corporate parent will support the young person, including arrangements for maintaining contact with them. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Family and Environmental Factors** Please detail the arrangements that should be put in place to meet any needs arising from family or wider environmental factors. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Family & environmental factors affecting child/young person's identified developmental needs	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan:** What is the contingency plan if any of the above arrangements fall through or cannot be financed?

**Self-Care Skills - Accommodation**

Please detail the arrangements that should be put in place to meet the young person's current and predicted accommodation needs. Please note who will be responsible for each action, when it will be carried and out and how progress will be monitored.

Young person's identified developmental needs, strengths and difficulties	Actions undertaken &/or services to be provided to meet these needs	Frequency & length of service: <i>e.g. hours per week</i>	Person/agency responsible	Date services to commence/commenced	Planned outcome: <i>progress to be achieved by next review or other specified date</i>

**Contingency Plan: What is the contingency plan if any of the above arrangements fall through or cannot be financed?**

**Young person's views:**

It is expected that young people will be consulted and involved in the development of their Pathway Plan. This section is intended to provide young people with an opportunity to give their views on the final version.

**Agreements**

**This Plan has been discussed and agreed with:**

	Signature	Date	If not involved please explain why
<b>Young Person</b>			
<b>Mother</b>			
<b>Father</b>			
<b>Personal Advisor</b>			
<b>Social Worker</b>			
<b>Other</b>			