

## Part one - assessment : Child/young person's details

### Child/young person's details

ID	271
Surname	Child
First names	Test
Gender	Female
Date of birth	<input type="text"/>

### Child/young person's current address details

Child/young person's current address	Not Known
Postcode	XXX XXX
Telephone	<input type="text"/>
Name of principal carer	<input type="text"/>
Carer's relationship to young person	<input type="text"/>

### Child/young person's personal advisor details

Name	<input type="text"/>
Office address	<input type="text"/>
Postcode	<input type="text"/>
Telephone	<input type="text"/>

### Child/young person's social worker details

Name	<input type="text"/>
Address	<input type="text"/>
Postcode	<input type="text"/>
Telephone	<input type="text"/>

## Key assessment information

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

### Important dates

Date needs assessment commenced	<input type="text"/>
Date assessment completed	<input type="text"/>
Date Pathway Plan completed	<input type="text"/>
Date Pathway Plan will be reviewed	<input type="text"/>

## Those involved with assessment

### Young person

Involved in assessment

If applies, reasons  
for not consulting

### Mother

Involved in assessment

If applies, reasons  
for not consulting

### Father

Involved in assessment

If applies, reasons  
for not consulting

### Carers

Involved in assessment

If applies, reasons  
for not consulting

### Other family member(s)

Involved in assessment

If applies, reasons  
for not consulting

### School/College/Employer

Involved in assessment

If applies, reasons  
for not consulting

### Health provider

Involved in assessment

If applies, reasons  
for not consulting

### Independent visitor/mentor

Involved in assessment

If applies, reasons  
for not consulting

### Connexions advisor

Involved in assessment

If applies, reasons  
for not consulting

### Personal advisor

Involved in assessment

If applies, reasons  
for not consulting

## Other - 1

Type of Involved personnel

Involved in assessment

If applies, reasons for not consulting

## 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

### My Pathway 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.

### Medical conditions

- If the young person has any allergies or any other medical conditions, do they fully understand the nature of their condition

Further information

### Health responsibilities

- The young person takes responsibility for obtaining treatment and taking any necessary medication

Further information

### Registered with health workers

- The young person is registered with a GP and dentist

Further information

### Able to access emergency services

- The young person is able to access emergency services, e.g. A and E, if necessary

Further information

### Awareness of disability assistance

- If the young person has a disability, are they able to access any services or equipment they might need

Further information

### Sex education - 1

- The young person is aware of health issues around sex, i.e. safe sex, contraception.

Further information

### Sex education - 2

- The young person knows how to access local sexual health services

Further information

### Drugs and alcohol awareness - 1

- The young person is aware of the health issues relating to the use of drugs, including tobacco and alcohol

Further information

### Drugs and alcohol awareness - 2

- The young person knows how to access substance misuse(including alcohol) services

Further information

### Lifestyle

- The young person leads a healthy lifestyle e.g. diet and exercise

Further information

### Awareness of emotional and mental health services

Details of services currently being used by the young person and any necessary services that are not currently available.

- The young person is able to access appropriate emotional and mental health services

Further information

## Needs assessment - Education, Training and Employment

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

### Agreed pathway

- An agreed pathway to further education, training or employment has been identified with the young person

Further information

### Attendance

- The young person's current pattern of attendance is satisfactory

Further information

### Attainment

- The young person's attainment is in line with their abilities

Further information

### Support

- The young person is currently receiving support to enable them to reach their educational potential

Further information

### Disability

- If the young person has a disability, a transition plan is in place

Further information

### N.I. number

- The young person has a National Insurance number

Further information

### Careers advice - 1

- The young person knows how to access careers advice

Further information

### Job seeking - 1

- Work needs to be done with the young person to increase chances of employment

Further information

### Job seeking - 2

- The young person has job seeking skills, for example applying for and being interviewed for a job

Further information

### Employment - 1

- The young person is aware of workplace expectations, for example self-presentation and timekeeping

Further information

### Employment - 2

- The young person has an understanding of employee rights and responsibilities, for example tax, insurance and trade union membership

Further information

## 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

## Language - 1

- English is the young person's primary means of communication

Further information

## Language - 2

Please record details and whether the young person requires additional services

- The young person can speak other languages

Further information

## Cultural heritage

- The young person relates well to his/her ethnic and cultural background

Further information

## Religious heritage

How does the young person describe their own identity

- The young person is aware of their religious heritage, for example observance of festivals and holidays

Further information

## Need assessment - Family and social relationships

### Family contact

- The young person has regular contact with his/her birth family

Further information

### Support network

- The young person has a network of support. This may include family, friends, carers, mentors, and personal advisors

Further information

### Relationship with carers

- The young person gets on with his/her carers

Further information

### Parenthood

If the answer is yes in this section, please record the names and ages of child(ren)

- Young person is a parent

Further information

### Parental responsibility

- Young person has parental responsibility

Further information

### Parental responsibility - 2

If the answer is no in this section, what are the contact arrangements

- The child(ren) live with the young person

Further information

### Friendships

- The young person has positive, supportive friendships

Further information

### Leisure activities

- The young person takes part in organised leisure activities

Further information

## 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

### Relationships within certain environments

- The young person has good relationships with adults within the educational/training/work environment

Further information

### Relationships outside certain environments

- The young person has good relationships with adults outside the educational/training/work environment

Further information

### Relationships with peers

- There are no concerns about the young person's relationships with peers

Further information

### Frustrations and anxieties

- The young person deals with frustration and anxieties with the support available to them

Further information

### Behaviour

- The young person is not involved in any offending behaviour

Further information

## 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 (section 13)

### Practical skills

#### Is the young person able to

##### Budget

- Manage and balance a budget

Further information

##### Shop

- Shop for food and clothing

Further information

##### Diet

- Maintain a healthy diet

Further information

##### Cook

- Prepare and cook meals

Further information

##### Wash and repair

- Wash and undertake basic repairs, for example sewing on a button

Further information

## Household cleaning

- Undertake basic household cleaning

Further information

## Safety and first aid

- Be aware of safety in the home and carry out basic first aid

Further information

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.

## Social skills

### Has the young person the ability to Personal hygiene

- Manage personal hygiene

Further information

## Lifestyle

- Maintain a healthy lifestyle, including sexual health

Further information

## Transport

- Use public transport

Further information

## Community resources

- Find and use community resources

Further information

## Access rights/representation services

- Access rights/ representation services, for example CAB, local counsellors, complaints procedures

Further information

## Public services

- Access public services such as banks, passports

Further information

## Friendships

- Maintain friendships and participate in social activities

Further information

## Self-care skills - Finance

Young person's level of financial independence

- Manages all of own finances    Manages most of own finances    Manages some of own finances  
 Does not yet manage finances

## Bank/building society account

- The young person has a bank/building society account

Further information

## Budget

- Young person is able to manage a budget

Further information

## Financial advice

- Young person has access to financial advice

Further information

## Emergency financial assistance

- The young person knows how to obtain emergency financial assistance

Further information

## Likely Expenditures

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.

### Rent

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

### Gas/electric

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

### Telephone bill

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

**Clothes**

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

**Fares**

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

**Food**

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

**Entertainment**

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

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**TV license**

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

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**Water rates**

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

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**Council tax**

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

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**Toiletries**

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

### **Outstanding loans/fines**

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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

### **Work/College equipment**

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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

### **Laundry**

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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

### **Celebrations/Birthdays**

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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

**Holiday**

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

**Hobbies/Leisure**

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

Cost of item met by Income and/or additional funding, (please state which).  
Responsibility of young person, local authority or other to make payment

**Childcare**

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

**Other**

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

## Needs assessment - Support & Family and environmental factors

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

Support

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.

Family and environmental factors

### Other support - 1

This section allows you to complete additional assessments of any other support provided by any agencies or professionals. This section should have an overview of how much support a young person is receiving.

Support provided by

Other support

## Family and environment factors - Accommodation

Young person's current accommodation. Including, type of accommodation

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

### Current accommodation

- The young person's current accommodation arrangements are appropriate and stable

Further information

### Maintenance

- The young person is able to carry out basic maintenance tasks, for example changing a fuse

Further information

### Major repairs

- The young person knows who to contact for major repairs

Further information

### Preferences

- The young person has a preference for the location and type of any future accommodation

Further information

### Responsibilities of tenancy

- The young person has an understanding of the legal and social responsibilities of tenancy

Further information

### Security

- The young person's belongings are secure and insured

Further information

## Budget

- The young person has the necessary budgeting skills to manage a tenancy

Further information

## Getting advice

- The young person knows how to access advice on housing

Further information

## Analysis of part one

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

Analysis of part one

## Part two - The Plan : Health and Development

### Information for Inclusion in the Pathway Plan

- Information about support necessary to lead a healthy lifestyle e.g. dietary needs.
- Name and address of GP.
- Details of any specialist treatment required and how the young person will obtain this.
- Emotional and mental health needs with details of services necessary to meet these.

### Health and Development - 1

Young person's identified developmental needs, strengths and difficulties

Actions undertaken and/or services to be provided to meet these needs

Frequency and length of service

Person / agency responsible

Date services to commence / commenced

Planned outcome

Contingency Plan: if any of the above arrangements fall through or cannot be financed

## Education / Training / Employment

### Information for Inclusion in the Pathway Plan

- Summary of the young person's educational attainment referring to their Personal Education Plan.
- 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
- Details of any support necessary
- Information about the young person's individual goals and ambitions for work.

## Education / Training / Employment - 1

Young person's identified developmental needs, strengths and difficulties	
Actions undertaken and/or services to be provided to meet these needs	
Frequency and length of service	
Person / agency responsible	
Date services to commence / commenced	
Planned outcome	
Contingency Plan: if any of the above arrangements fall through or cannot be financed	

## Emotional and Behavioural Development

### Information for Inclusion in the Pathway Plan

- Young person's ability to maintain positive relationships
- How the young person copes with difficulties and frustrations
- Involvement in offending

### Emotional and Behavioural Development - 1

Young person's identified developmental needs, strengths and difficulties	
Actions undertaken and/or services to be provided to meet these needs	
Frequency and length of service	
Person / agency responsible	
Date services to commence / commenced	
Planned outcome	
Contingency Plan: if any of the above arrangements fall through or cannot be financed	

## Identity

### Information for Inclusion in the Pathway Plan

- The plan should be based on a clear understanding how the young person defines their own identity
- It should clarify how the young person will be supported to sustain a positive image and maintain links with their heritage
- 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 out and how progress will be monitored.

#### Identity - 1

Young person's identified developmental needs, strengths and difficulties	<input type="text"/>
Actions undertaken and/or services to be provided to meet these needs	<input type="text"/>
Frequency and length of service	<input type="text"/>
Person / agency responsible	<input type="text"/>
Date services to commence / commenced	<input type="text"/>
Planned outcome	<input type="text"/>
Contingency Plan: if any of the above arrangements fall through or cannot be financed	<input type="text"/>

## Family and Social Relationships

### Information for Inclusion in the Pathway Plan

- Information about the practical and emotional support their family will offer a young person to maintain family and other relationships
- Details about other significant people who may be able to assist the young person establish a more independent lifestyle.

#### Family and Social Relationships - 1

Young person's identified developmental needs, strengths and difficulties	<input type="text"/>
Actions undertaken and/or services to be provided to meet these needs	<input type="text"/>

Frequency and length of service	<input type="text"/>
Person / agency responsible	<input type="text"/>
Date services to commence / commenced	<input type="text"/>
Planned outcome	<input type="text"/>
Contingency Plan: if any of the above arrangements fall through or cannot be financed	<input type="text"/>

## Social Presentation and self-care skills

### Information for Inclusion in the Pathway Plan

- Evaluation of the young person's current practical, social and emotional skills
- 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.

### Social Presentation and self-care skills - 1

Young person's identified developmental needs, strengths and difficulties	<input type="text"/>
Actions undertaken and/or services to be provided to meet these needs	<input type="text"/>
Frequency and length of service	<input type="text"/>
Person / agency responsible	<input type="text"/>
Date services to commence / commenced	<input type="text"/>
Planned outcome	<input type="text"/>
Contingency Plan: if any of the above arrangements fall through or cannot be financed	<input type="text"/>

## Financial

### Information for Inclusion in the Pathway Plan

- Summary of support necessary to enable the young person to develop budget management skills.
- For relevant 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
- How to obtain funds in an emergency
- Bank account details
- Information about help that will be funded to enable young people to set up their own accommodation when they leave care.
- Details of arrangements to ensure that a young person's property and accommodation is covered by adequate insurance

- Arrangements to offer the young person independent financial advice if required.
- What financial arrangements need to be put in place to support the plan? These should include details of future payments to the young person in respect of their accommodation.  
 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

**Financial - Table**

Person responsible	Financial arrangements / cost	Date from	Date to	Objectives

Contingency Plan: if any of the above arrangements fall through or cannot be financed

**Support**

**Support - 1**

Young person's identified developmental needs, strengths and difficulties

Actions undertaken and/or services to be provided to meet these needs

Frequency and length of service

Person / agency responsible

Date services to commence / commenced

Planned outcome

**Family and Environmental Factors**

**Birth family - 1**

Young person's identified developmental needs, strengths and difficulties

Actions undertaken and/or services to be provided to meet these needs

Frequency and length of service	
Person / agency responsible	
Date services to commence / commenced	
Planned outcome	

**Corporate parenting - 1**

Young person's identified developmental needs, strengths and difficulties	
Actions undertaken and/or services to be provided to meet these needs	
Frequency and length of service	
Person / agency responsible	
Date services to commence / commenced	
Planned outcome	
Contingency Plan: if any of the above arrangements fall through or cannot be financed	

**Self-Care Skills - Accommodation**

**Information for Inclusion in the Pathway Plan**

- Information about where the young person will live from age 16.
- Arrangements and timing for the young person to move to more independent accommodation based on an assessment of their practical and other skills.

**Self-Care Skills - Accommodation - 1**

Young person's identified developmental needs, strengths and difficulties	
Actions undertaken and/or services to be provided to meet these needs	

Frequency and length of service	<input type="text"/>
Person / agency responsible	<input type="text"/>
Date services to commence / commenced	<input type="text"/>
Planned outcome	<input type="text"/>
Contingency Plan: if any of the above arrangements fall through or cannot be financed	<input type="text"/>

## Views and agreements

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.

Young person's views	<input type="text"/>
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### Agreements - 1

Person	<input type="text"/>
Signature	<input type="text"/>
Date	<input type="text"/>
If not involved please explain why	<input type="text"/>