

# Pathway Plan



## About You

Transition to adulthood for looked after children should not just start on their 16th birthday; preparation for a time when they will no longer be looked after should be integral to the care planning process throughout their time in care. The 1989 Act requires that a pathway plan must be prepared for all eligible children and continued for all relevant and former relevant children. Each young person's pathway plan will be based on and include their care plan and will set out the actions that must be taken by the responsible authority, the young person, their parents, their carers and the full range of agencies, so that each young person is provided with the services they need to enable them to achieve their aspirations and make a successful transition to adulthood. This plan must remain a "live document", setting out the different services and how they will be provided to respond to the full range of the young person's needs. All relevant and former relevant children must have a pathway plan based on an up to date and thorough assessment of their needs. The "My worker's view" section at the beginning of each subject area should include a current assessment of need and analysis.

### About You

How is everything with you, how are you feeling in general?

Date of Plan

ID

First names

Surname

Prefers to be known as

Gender

Date of birth

Placement Type

Please check this is the most up to date number

Mobile Number

Landline Number

Mobile Number

Name:

ID:

Next of Kin contact details

Immigration/asylum status

NI Number

**Passport**

Yes

No

Passport Number

**Multi Agency Professionals Involved**

**Multi Agency Professionals Involved**

Involved Professional Name	Involved Professional email address	Involved Professional Contact details	Professionals Update:

Multi Agency Table Complete?

**Lambeth council support**

Personal Advisor

Personal Advisors Number

Social Worker

Social Workers Number

**Other important people (family, friends, professionals)**

Name	Contact Details	Relationship to Young Person

## Your Future

This could be where you would like to be living, what you would like to be studying, what job you would like to be doing or how your relationships may look - or anything else that is important to you.

Where would I like to be in a year's time?

What are the three most important things (goals) that I need to do to get there?

My goals	Who will help me?

What is my life ambition?

## Money

The worker should have assessed the suitability of the current/planned arrangements for the young person in terms of their readiness for financial independence and what additional support may be required. A finance assessment should be undertaken before completing this section using the budgeting toolbox <http://www.thewhocarestrust.org.uk/pages/budgeting-tool-box.html>

The plan should consider:

- The young person manages all of their own finances
- The young person manages most of their own finances
- The young person manages some of their own finances
- The young person does not yet manage their own finances

Is the young person able to manage a budget? If not what plan of action is in place to address this issue?

- The young person has a National Insurance number? Is it recorded on the file?
- The young person has a bank/building society account? Is it recorded on the file?
- Does young person know how to apply for benefits?
- Do they understand the expectations and requirements DWP will place on claimants?
- Young person ability to notify agencies of changes of circumstances
- Any emergency savings?
- Are DWP aware the young person is a care leaver? Do you have consent to share information with DWP and other agencies?
- Any outstanding fines/debts and how to go about paying these?
- The young person knows how to access financial advice
- The young person knows how to obtain emergency financial assistance
- 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.
- Information about help that will be funded to enable a young person to set up their own accommodation when they leave care.
- Young Persons

awareness of insuring their property and accommodation. • Arrangements to offer the young person independent financial advice if required.

**Update - since your previous Pathway Plan, what has gone well and what could be better?**

Think about how much you save or have to borrow from others (friends, family or the project) and how many times you run out of money before you get your next lot

The young person's views; quoting their words

**My view**

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

**Other peoples view**

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

**My workers view**

Please use the tool <http://www.thewhocarestrust.org.uk/pages/budgeting-tool-box.html> when completing this section.

**How I manage my money**

**Do you have a bank account?**

Yes

No

**Do you ever save for anything?**

Yes

No

Describe the reason for your answer

**Are you in debt?**

Yes

No

Describe how much and to who

**Are you receiving any benefits?**

Yes

No

Provide details

**Do you have recourse to public funds?**

Yes

No

Please describe where your income comes from

What will happen if you need help to manage your money?

## What is your income and expenditure?

Income	Expenditure	Difference +/-

## Accommodation

Guidance note: The worker should have assessed the suitability of the current/planned living arrangements for the young person in terms of promoting their readiness for independence and how safe they feel in their accommodation. Areas to consider are: Has an assessment of the suitability of the accommodation been carried out? Volume 3 Schedule 2. • Does the LA need to provide additional support to make the accommodation suitable? • Does the young person feel safe in the accommodation? If not work must be done to find alternatives. • Is the accommodation convenient for their work/education and contact arrangements? • Can they afford to live in this accommodation? • Landlord's details • How long have they been living there? • If the young person is a parent what is the impact of parenthood on their accommodation needs • Is the young person able to carry out basic maintenance tasks, e.g. changing a fuse, light bulb? • The young person knows who to contact for major repairs • The young person has a preference for the location and type of any future accommodation • The young person has an understanding of the legal and social responsibilities of tenancy • The young person's belongings are secure and insured • The young person has the necessary budgeting skills to manage a tenancy • Do they need additional support? • Does the young person understand tenancy agreement/ rights/responsibilities? • The young person knows how to access advice on housing • Young person knows how to apply for benefits? • How to prevent getting into arrears?)

## Update - since your previous Pathway Plan, what has gone well and what could be better?

Think about your current living arrangements, for example, the type of accommodation, where you located, your neighbours, and anything you consider important about your accommodation

The young person's views; quoting their words

### My view

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

### Other peoples view

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

**My worker's view**

**My living arrangements**

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**Do you want to move from where you are living?**

Yes

No

Please say why

What are the options

Are you or anyone that knows you worried about the choices that you are making about where you want to live?

What will happen if you need to make changes around the place where you live?

## Education, Training and Employment

The plan must state the progress a young person has made i.e. has completed Level 1 - Level 2. If they are not making progress state why- potential barriers/ reasons. The following questions should be considered when undertaking a review of a pathway plan.

- Educational progress
- Literacy/numeracy. Does the young person need additional support?
- Qualifications achieved
- Are they receiving any additional financial incentives?
- Record of achievement
- Current employment or training
- Future plans/interests/aspirations
- Practical assistance where necessary
- Opportunities for access to advice (careers, revision techniques etc.)
- Work
- Access to LA employment opportunities.
- Opportunities for work experience
- Do they need help completing an application forms

and CVs writing skills? • Employment rights • Higher education • Complete career planning tool (post 16 PEP) • Additional support / extra tuition • Are they aware they can request support until their 25th birthday if they are in education or training?

**Update - since your previous Pathway Plan, what has gone well and what could be better?**

Think about your education, training and employment aspirations. Do you feel you have the right information and advice to make informed choices about your future career path?

The young person's views; quoting their words.

**My view**

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

**Other peoples view**

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

**My worker's view**

### Education Plans for those in Custody/Remand

What is your current education/training pathway?

Are you engaging in this?

Yes

No

If No Why?

If the plan is for release in the next 6 months what are your plans for education or training on release? (Please also use the actions table at the bottom of this section to outline the timeframe for these plans)

Are you subject to the following?

EHCP

SEN

Not Applicable

Date of the Annual Review of Statement EHCP

### Your education or employment status

#### Are you in education, training or employment?

Yes

No

Please choose from the following:

What are the strategies implemented/work conducted to get the young person back into EET? Please outline all work completed including application to college, referrals to outreach programmes, keyworker/placement involvement etc.....Please also include a brief explanation of why the young person in NEET.

NEET Panel Details:

Recommendations from Panel:

Not Required if in Higher Education

Attendance (%)

Not Required if in Higher Education

If attendance below 85% please state why:

**Are you in receipt of 16-19 Bursary?**

- Yes  No
- Not Applicable/Higher Education

How is this paid and when?

Why?

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What are your options?

Are you or anyone that knows you worried about the choices you are making about education, training or employment?

What will happen if you lose your education placement or job?

**Qualifications/Awards**

Subject	Qualification (A level, BTEC, GCSE)	Level	Current Grade/level	Target Grade/ Level

Additional information on Attainment

## Health

The worker should have assessed the physical and emotional health of the young person and what additional support may be required. Areas to be considered are: • Medication/current conditions • Diet (special health needs or religion) • Sexual health/contraception • Are there concerns about life style - substance misuse, sexual risks • Healthy living/exercise. Access to a gym or other forms of physical activity? • Knowledge / access to substance misuse/alcohol/smoking • Women – pregnancy/smear tests/breast examination • Men – testicular examination • Special needs (learning/physical) • Trusted adult to discuss concerns with • Coping skills (problem solving and negotiation) • Access to health history / passport. This should include all relevant information about medical treatment, periods of hospitalization, inoculations etc. • Who does this young person turn to in a crisis? • Does the young person have good relationships with adults within the educational/training/work environment? • Does the young person have good relationships with adults outside the educational/training/work environment or any professional or people in authority? • There are (if so how does the young person deal with this) concerns about the young person’s relationships with peers • Is the young person involved in criminal activity? If so what is the impact of this on other areas of their lives • How does the young person deal with frustration and anxieties with the support available to them? • The young person’s ability to maintain positive relationships • Their emotional and mental health needs with details of services necessary to meet these • Is the young person involved with CAMHS or other mental health service formally or informally? • Details of any mental health professionals working with the young person.

### Update - since your previous Pathway Plan, what has gone well and what could be better?

Think about your physical and emotional health and how it may affect your everyday life. Do you feel you are able to talk about your health and that you have the right support and services?

The young person’s views; quoting their words.

#### My view

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals –tutor, health professionals, probation officer, support worker, etc.

#### Other peoples view

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

My worker's view

[Empty text box for worker's view]

How is your health?

**Are you registered with a doctor?**

Yes  No  Don't know

If yes what are your doctors details

[Empty text box]

**Are you registered with a dentist?**

Yes  No  Don't know

If yes, what are your dentist's contact details?

[Empty text box]

**Do you see anyone else on a regular basis regarding your health?**

Yes  No

If yes, please give details below.

Name	Role	Contact Details

Do you have a physical health problem that affects your day to day living?

[Empty text box for physical health details]

Are you or anyone else worried about your physical health at the moment? If yes, what might help to make a positive change?

Do you have an emotional health problem that affects your day to day living?

**Are you or anyone else worried about your emotional health at the moment?**

Yes

No

What might help to make a positive change?

What will you do if you have unexpected problems with your health?

**Do you consider yourself to have a disability?**

Yes

No

**Disability**

Tell us about your disability

**Do you need any additional support for your education, employment or training?**

Yes

No

If yes, please tell us more about what you would need.

**Do you receive support from any other professionals?**

Yes

No

If yes, please tell us more about them (Also include them in Multi Agency Table in section 1)

**Family and friends**

This is about how you manage and deal with the people in your life. Areas to consider are: • Is there regular contact with the birth family including parents, step parents, siblings and any other family member? • Is assistance given to support family links? • How does the family support the pathway plan? • What work has been done/ planned to be done to help the family support the pathway plan? • Location of support network • Does the young person have positive, supportive friendship networks? • Their relationship with those in current accommodation? • Who do they turn to in a crisis; might be more than one person? • Their knowledge of community/social activities

**Views**

The young person's views; quoting their words.

**My views**

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

**Other peoples view**

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

**My worker's view**

**Your relationships**

Are you able to have contact with everyone you want to?

Are you or anyone that knows you worried about the choices you make about friendships and relationships?

What will you do if there are difficulties with your relationships?

**Are you a parent?**

Yes

No

### Parenting

This section should be completed if you are pregnant or a parent.

Please describe your current family situation; if you are a parent tell us about your children, if you are pregnant, when is your expected due date?

What are your strengths as a parent / what do you think your strengths will be?

What are the areas you feel you need more support with? What does the support look like?

What do you enjoy most about being a parent?

What areas do you enjoy least about being a parent?

**Are there any other professionals supporting you and your child?**

Yes

No

Tell us about them  
(Also include them in  
Multi Agency Table in  
section 1)

**Do you or anyone that knows you have concerns about your child / unborn baby?**

Yes

No

Tell us about it.

## Identity

The worker should have assessed any risks regarding the young person's identity in the local community and what support or services may be required to deal with any issues. Areas to consider are: • 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 • What language does the young person use as their primary means of communication? • Can the young person speak any other languages (detail whether they require additional services • How does the young person relates to his/her ethnic and cultural background • The young person is aware of their religious heritage, for example observance of festivals and holidays (how do they describe their own identity) • Are there any immigration issues? • Immigration appeal decision • Has the young person had an age assessment or human rights assessment (what is the outcome of the assessment)? • Is there a need for double or triple planning given uncertainty about immigration status? • Does the young person agree with the outcome - if not please state the reason? • Any gender issues • Sexuality and sexual orientation • Does young person need any information

around this? • What are young person's attitudes about these issues? • Would they prefer a male or female worker to discuss these issues?

## Views

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The young person's views; quoting their words.

### My views

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

### Other peoples view

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

### My worker's view

## How do you see yourself in your community?

### How do you identify yourself?

- Gay       Lesbian       Bisexual       Transgender       Don't  
Want To Say       Heterosexual       Other

### Do you or a relevant person have concerns that you may be discriminated or bullied because of your sexuality?

- Yes       No       Don't Want To Say       Don't Know

How do you describe or identify yourself? Think about your age, gender, sexuality, ethnicity, culture etc.

How would you describe your sexuality?

### Do you have experiences of being treated unfairly due to your sexuality, gender, race or identity?

- Yes       No

What can we do to support you with this?

### Do you feel supported in regards to your Race, Culture and Sexual Identity?

- Yes       No

If no, what can be done to help?

e.g. with the justice system, feeling threatened in any way

Do you experience any difficulty or get into trouble in the area that you live in?

**Do you have documents to prove who you are?**

Yes

No

What do you need?

**Do you have a birth certificate?**

Yes

No

What is the plan to get one?

Are you or anyone that knows you worried about the community you live in and the choices you make?

Do you have any questions about the time you have spent in care?

What will you do if you find yourself in difficulty or trouble in your community?

**Is this an Unaccompanied Asylum Seeking Young Person?**

Yes

No

**PWP - Unaccompanied Asylum Seeking Children**

What is your current immigration status?  
(Tell us about any conditions attached)

If you have exceptional or discretionary leave to remain, when does this expire?

**If your leave to remain is due to expire, are you appealing this decision?**

Yes

No

Who is supporting you to do this?

What are the key dates for the appeal?  
How does your immigration status impact your plans for the future?

Are there any other challenges related to your immigration status? How can these be resolved? How can we help?

## Skills support

This is about how readiness to live independently. Areas to consider are: • Is the young person able to manage and balance a budget? • Is the young person able to shop for food? • Is the young person able to maintain a healthy diet? • Is the young person able to prepare and cook meals? • Is the young person able to wash and undertake basic repairs, for example sewing on a button? • Is the young person able to undertake basic household cleaning? • Is the young person able to be aware of safety in the home and carry out basic first aid? • Has the young person the ability to manage personal hygiene? • Has the young person the ability to maintain a healthy lifestyle, including sexual health? • Has the young person the ability to use public transport? • Has the young person the ability to find and use community resources? • Has the young person the ability to access rights/representation services, for example CAB, local counsellors, complaints procedures? • Has the young person the ability to access public services such as

banks, passports benefit agencies? • Has the young person the ability to maintain friendships and participate in social activities?  
• 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.

**Update - since your previous Pathway Plan, what has gone well and what could be better?**

Think about your relationships with your family and friends. Do you have regular contact and are you happy with your relationships?

The young person's views; quoting their words.

**My views**

The views of the young person parents, anybody with parental responsibility and family members who are involved. The views of their carers and any relevant professionals -tutor, health professionals, probation officer, support worker, etc.

**Other people's views**

A clear analysis of the situation, setting out how the social worker or PA has balanced the views and information received.

**My worker's view**

## Your independence

What practical skills do you feel you need support in to help prepare you for adulthood?

## Young Persons Safety Plan

Is this part of a Young Person Safety Plan?

Yes

No

## YPS Risk Assessment and Plan

Area	Concern	Desired Outcome	Action	Person/Agency Responsible
<i>Young Person</i>	X uses cannabis and possibly other substances as he reports to manage his emotions. This is detrimental to his health.	X to be supported to find appropriate means to manage his emotions.	DASH worker to complete focused work on drug use, self-soothing and emotional well-being.	DASH Worker Placement key worker to support X to attend
<i>Home</i>				
<i>School</i>	X is not achieving in school and has 'failed' his managed move to a new provision	X to academically achieve and work towards his goals	Meeting with Inclusion to resolve school placement Referral to MACH Panel	Social Worker
<i>Peers</i>				
<i>Neighbourhood</i>	X was stabbed in 2018 and is at continued risk of being physically harmed by unknown people in his community.	X to feel safe in the area he is lives and be free to travel in and around the area.	Professional network to support X to recover from his experiences of trauma.	RedThread as lead

Guidance reviewed?

### YPSP

Area of Risk	Type of Risk	Concern	Desired Outcome	Action	Person Responsible

**Are you are working with the Youth Offending and Probation Services or do you have a court case or sentencing coming up?**

Yes

No

## Offending

This section should be completed if you are working with the Youth Offending and Probation Services or have a court case or sentencing coming up.

### Are you in Custody or on Remand?

Yes

No

Tell us about your current status i.e. awaiting trial, awaiting sentence; working with YOS, working with probation etc.

Please give us some brief details of what happened.

If you are sentenced to prison, what needs to happen with you; Education, employment or training:

If you are sentenced to prison, what needs to happen with your; Accommodation:

If you are sentenced to prison, what needs to happen with your; Benefits:

If you are sentenced to prison, what needs to happen with your; Family / children / friends / pets:

## Action Plan

### Plan

#### Action Plan for the next six months

Related Action Type	What needs to be done	Who by?	By when?	Contingency Planning

**We all agree to work towards this plan**

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Young person

Signature

Date

Personal Advisor

Date

Social Worker

Date

**My next Pathway Plan**

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Date of next Pathway Plan