

**What Makes The Difference?
TOOLS and RESOURCES**

NAME OF TOOL/RESOURCE:
Assessment and Pathway Plan Notes

NAME AND REGION OF AGENCY/ORGANISATION THAT DEVELOPED THIS TOOL/RESOURCE:
North West After Care Forum (NWACF)

Purpose and brief description of tool/resource:
NWACF version of Pathway Plan and Assessment based on guidance from the Department of Health, ICS and NW Pathway Plans. Contains information on the relationship between needs assessment and the pathway plan and the use of relevant documentation.

Publication Date: Unknown.

Contact details for further information about this tool/resource

<http://www.nwacf.com>

Evidence for the effectiveness/ impact of this tool/resource

Positive impact of this tool/resource:

Unknown.

ASSESSMENT AND PATHWAY PLAN NOTES

This 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. The information in this Plan must be based on an assessment of the young person's needs. As *eligible* young people are currently looked after they should already have an up to date needs assessment, which will have already informed their care plan. This will be detailed in their Assessment and Action Record. Therefore it should usually be possible for assessments to complete Pathway Plans to draw on up-to-date information about a young person's needs.

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. This should take account of and ensure that forthcoming events e.g. G.C.S.E exams are not interrupted by the assessment process. The assessment should be completed no later than three months after the identified commencement 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. 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.

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

- The young person's parents, or others with parental responsibility.
- Other family members who are important to the young person.
- Anyone caring for the young person – 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.
- Any other person whose views the responsible authority, or the young person consider may be relevant.

Assessments must take account of any needs that result from the young person's ethnicity, language, religion or culture.

Regulation 7(3) of the Children (Leaving Care) Act 2000 stipulates that the responsible authority must keep a written record of the information obtained during the assessment, of the deliberations of any meeting held in connection with any aspect of an assessment; and the outcome of the assessment. When other assessments are also required they should be streamlined with the comprehensive assessment to reduce unnecessary intrusion into the young person's life.

Table 1. The Relationship between Needs Assessment and the Pathway Plan

Needs to be Assessed	Information for Inclusion in the Pathway Plan.
Family and Social Relationships.	<ul style="list-style-type: none"> ● 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.
Practical and other skills necessary for independent living.	<ul style="list-style-type: none"> ● 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.
Accommodation	<ul style="list-style-type: none"> ● 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.
Education, Training and Employment.	<ul style="list-style-type: none"> ● Summary of the young person's educational attainment referred to in their <i>Personal Education Plan</i>. ● 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 remedial help necessary. ● Information about the young person's individual goals and ambitions for work.
Health and Development.	<ul style="list-style-type: none"> ● 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.
Financial Arrangements.	<ul style="list-style-type: none"> ● Summary of support necessary to enable the young person to develop budget management skills. ● 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. ● 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.

- Pathway Plans must include details of contingency arrangements so that young people are aware of what to expect if it is not possible to meet their original objectives.
- Pathway Plans must be completed in plain English and demonstrate that they have been completed with the active involvement of the young person.

- To enable service planning and monitoring, a manager who is accountable for the effectiveness of the local authority's care leaving services should usually endorse Pathway Plans.

Where appropriate the following documentation should be considered during the assessment

- Current Care Plan
- Current Placement Plan
- Personal Education Plan
- Health Action Plan
- Essential Information Records 1 and 2
- Assessment and Action Records
- Latest Review documentation

If the young person is receiving a service from other statutory or voluntary agencies then any other plans or assessments should also be considered. This could include:

- Supervision Plan
- Transitions Plan

To save on duplication, when other ongoing plans are currently in place they should be photocopied or summarised and added to the relevant section of the Pathway Plan e.g. Personal Education Plan. The plan must be recorded in writing and a copy must be provided to the young person in a form that is accessible to them. The authority should consider whether anyone else should have a copy of all or part of the plan. The authority should seek and take account of the young person's views about who should have a copy of the plan.