

# pathways

HANDBOOK

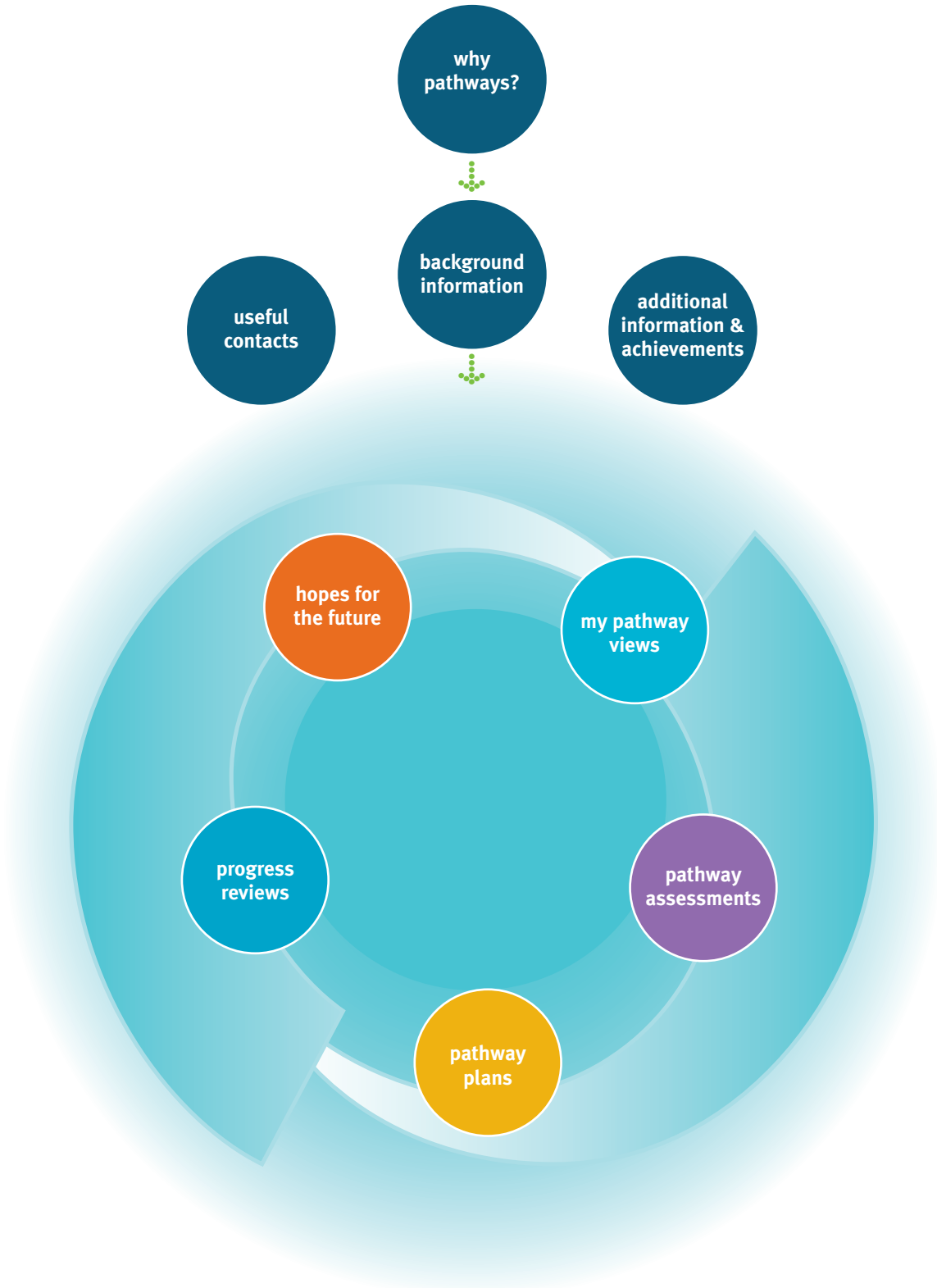




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# pathways



## ONE

# Introduction

This Handbook accompanies the **Pathways** materials. These materials provide a framework for needs assessment and action planning for young people who have been looked after.

Under the Children (Scotland) Act 1995, all Scottish Local Authorities have a duty to ensure that young people are prepared for the time when they will no longer be looked after and that an assessment of their aftercare needs is carried out. Plans should be made and put into action to ensure that a young person receives the support and assistance that they are entitled to. This handbook should be read in conjunction with '*Supporting Young People Leaving Care in Scotland: Regulations and Guidance on Services for Young People Ceasing to be Looked After by Local Authorities*'. Where possible, the appropriate reference to the Regulations and Guidance is highlighted in the Pathways Handbook.

The purpose of this Handbook is to try and ensure that everyone can make best use of the **Pathways** process in order to achieve the best outcomes for the young person.

The key messages are:

- **keep the young person at the centre**
- **make it a meaningful process**
- **take a flexible approach**

### **What is Throughcare?**

Throughcare is the on-going preparation and support for young people who have been looked after and who may soon be making the transition to live more independently.

It is not possible to put an age on when throughcare support and preparation should begin and end. This should depend on the young person and their individual needs. It can depend on a young person's own circumstances, their level of maturity and emotional development.

If throughcare preparation and life skills development start at a younger age, it is better than leaving it until it is too late for a young person to develop a range of independent living skills. It is also important that they feel emotionally ready to move on.

Service providers and carers should try to create a positive throughcare culture and approach, where young people are prepared and clear plans are made, well in advance of any move.

### **What is Aftercare?**

This is the continuing support, planning and guidance for a young person who has left care or a supported living environment.

It can mean supporting young people in practical matters such as setting up home, budgeting skills, seeking employment, continuing education and can offer encouragement for developing their own social networks and interpersonal skills.

Ideally, some aftercare should continue to be offered by the workers or carers from the place where the young person has just moved from or from a specialist team. These people are often the ones with whom the young person has built relationships and feel comfortable with.

Aftercare should meet a young person's identified needs by providing a suitable package of support for as long as required.

## TWO

## Keep the young person at the centre

The purpose of the **Pathways** materials is to assist young people in preparing for more independent, adult living. The young person is the most important person in the assessment and planning process and the way that the materials are used should reflect this.

*The regulations put the involvement of the young person as one of their central principles.*

Regulation 3

*This means the young person must be empowered to make decisions and take control of their lives. To do this they must be at the heart of the assessment and planning process and fully involved in all aspects of their own throughcare and aftercare.*

Guidance, paragraph 3.11

To help keep the young person at the centre of **Pathways**:

### ❖ Introduce the materials to the young person at an appropriate time in an appropriate way:

- Engage with the young person on a personal level first – does the young person know me well enough to get started on this?
- Think about how you can gradually introduce the use of the materials – what would be the reaction if you just handed over the whole folder and asked them to get on with it?

### ❖ Encourage the young person to share the ownership of the assessment and planning process:

- Ensure the young person has access to their information – where are you going to keep the folder? Should the young person or someone else hold a copy of the folder?
- You may wish to identify a trusted worker or carer who can keep a copy of the **Pathways** materials safe.
- The role of the worker or carer is to support and assist the young person through the process.

 **Hear what the young person is saying:**

- Have you listened to the young person's views?
- Do they want other people to be involved in supporting and assisting them?  
Who plays a big part in their life?

 **Take account of any additional support needs the young person may have:**

- Are there any disabilities, health needs, language problems, etc. to consider?
- Does the young person require increased support to express their views?
- What role could carers or family members play?

 **Take a positive approach to the process:**

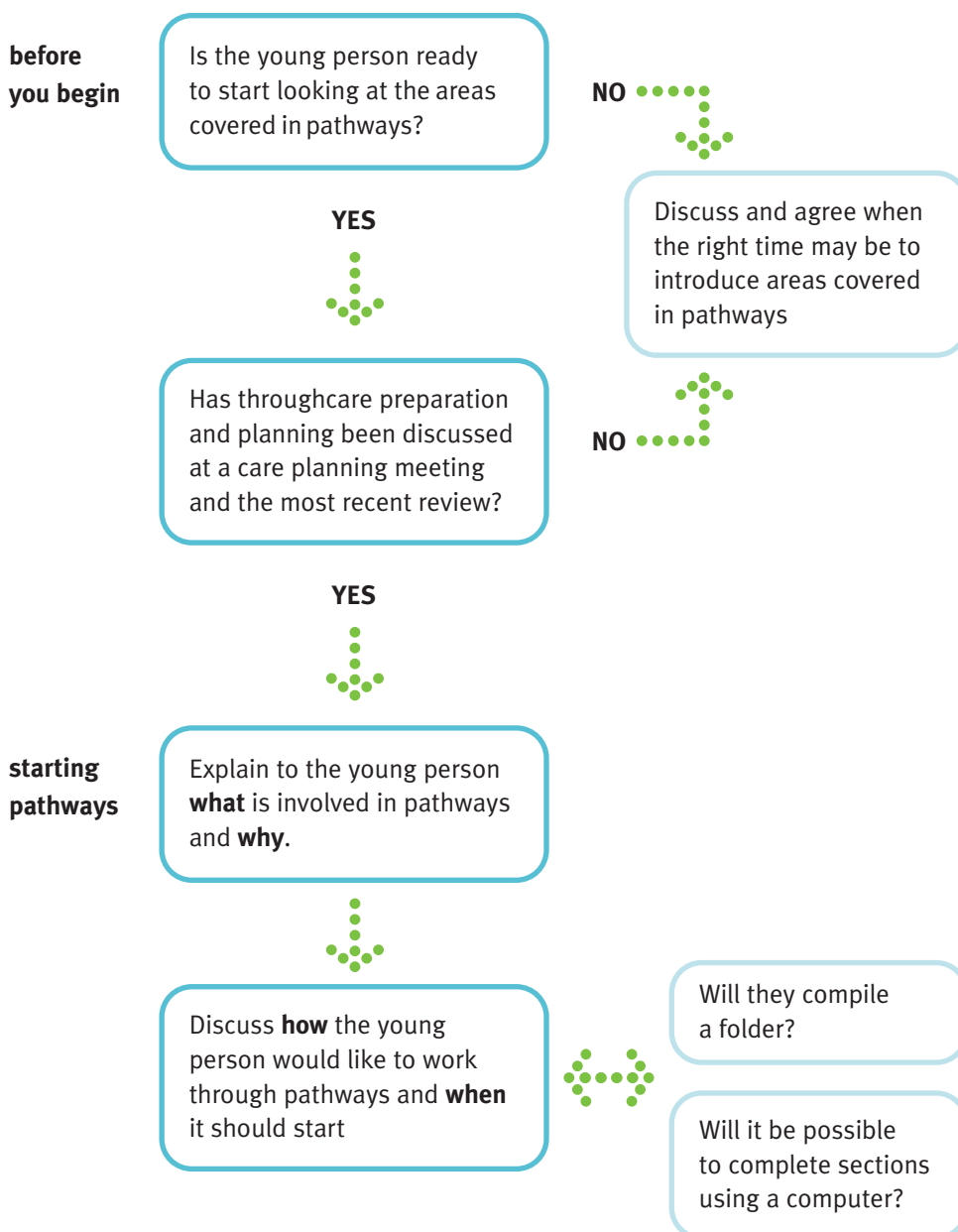
- Look to the future – think about personal goals and the steps to get to where a young person would like to be.

 **Move through the assessment and planning process in a way, and at a pace, that suits the young person:**

- The sections are in no particular order – think about which section or pages would be best for the young person to start with.
- Not all questions are relevant for every young person. Decide together which are most appropriate.

## Emphasis on Throughcare

The **Pathways** materials have been designed for use at throughcare and aftercare stages. Most benefit will be derived if the materials are initially used during the early stages of throughcare preparation. **Pathways** brings together preparation, planning, assessment and reviewing under the one approach. Good throughcare preparation and planning will have a significant impact on positive outcomes for aftercare.



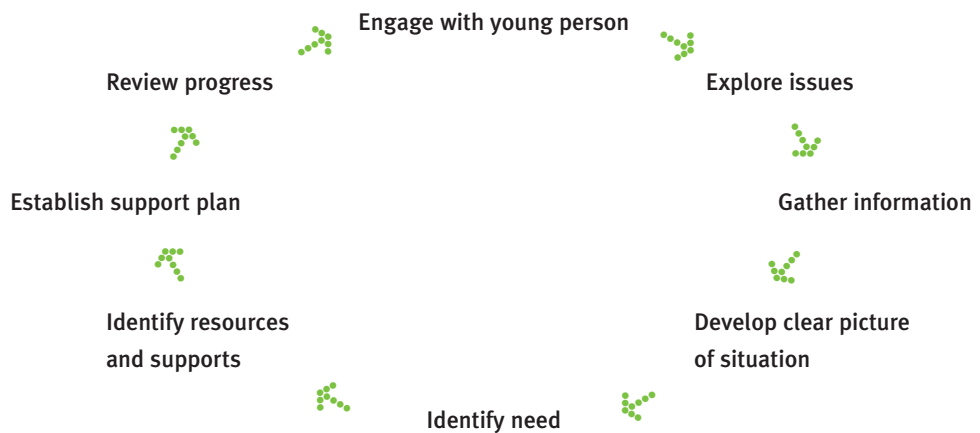


## THREE

## Make it a meaningful process:

The focus of **Pathways** needs to be on gathering views, identifying need, planning action and reviewing progress. It is not a form filling exercise or a one off event. The materials provide the framework to ensure that relevant areas are covered as part of the overall assessment and planning process for throughcare and aftercare.

The process should be seen as cyclical and the **Pathways** materials will assist at each stage.



To be meaningful it is important that agencies and individuals work together and try to involve all relevant people at appropriate stages:

### Who does the young person want to be involved?

- Thought should be given to who has positive, supportive relationships with the young person and who is already involved in the young person's life. Consider where there may be gaps.

### Can particular agencies or individuals assist in completing parts of Pathways?

- Different people may assist with different sections, e.g. a guidance teacher or careers adviser may help with the 'Learning & Work' section, a housing adviser may help with 'Where I Live', a foster carer may help with 'Hopes for the Future'. The Pathways Co-ordinator should ensure that everyone works together to support the young person throughout the process.

### **Pathway Co-ordinator**

*The co-ordinator should be responsible for ensuring that the young person's pathway views have been sought and taken into account when producing the pathway assessment and plan.*

Regulation 4(5)(b) and Guidance, paragraph 7.2

*The pathway co-ordinator will also be charged with co-ordinating the provision of services identified in the pathway plan. There may also be cases where young people do not engage with the services that have been identified or engage for an initial period before withdrawing. The co-ordinator should keep themselves informed of the progress and well being of the young person to alert them to any of these potential issues.*

Regulation 4(5)(g) and Guidance, paragraph 7.3

Over time it is inevitable that the young person's views and needs will change. The Pathway Co-ordinator and the young person should decide when it will be helpful to complete any section again.

The young person may wish to have another person support them during the **Pathways** process. Young people will benefit from having someone who they know and trust as they are working through pathways.

### **Young person's supporter**

*The role of the young person's supporter is to help the young person at each stage of the process. They can provide advice and participate in the steps such as the pathway views, pathways plan and reviews of the plan.*

Regulation 5 and Guidance, paragraph 7.5

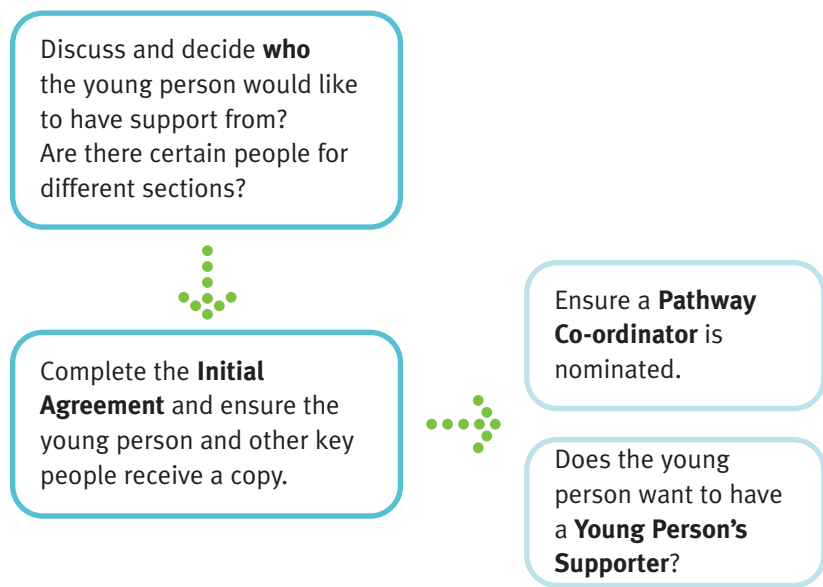
*It should be emphasised that the role of the supporter is to help the young person as the young person requests. The supporter does not take on any of the responsibilities of the pathway co-ordinator.*

Regulation 5 and Guidance, paragraph 7.8

It is vital for all people to work together whilst being involved in completing **Pathways** with the young person.

*Between them, the pathway co-ordinator and the young person's supporter should provide the young person with advice and assistance through the process. They should work together to ensure that the young person's views are known, their needs are assessed and a pathway plan is completed and reviewed. They should be in contact with each other about the young person and keep themselves informed about the young person's progress.*

Guidance, paragraph 7.9



## Shared Ownership of Pathways

One of the key elements to successfully using **Pathways** is promoting a sense of shared ownership. This is primarily for the young person and also for those who will support the young person through the process.

### ❖ How to introduce pathways to the young person:

The young person should not be given the entire set of **Pathways** materials in one go. This will be too daunting and could put off the young person from engaging in the process. The suggested way is:

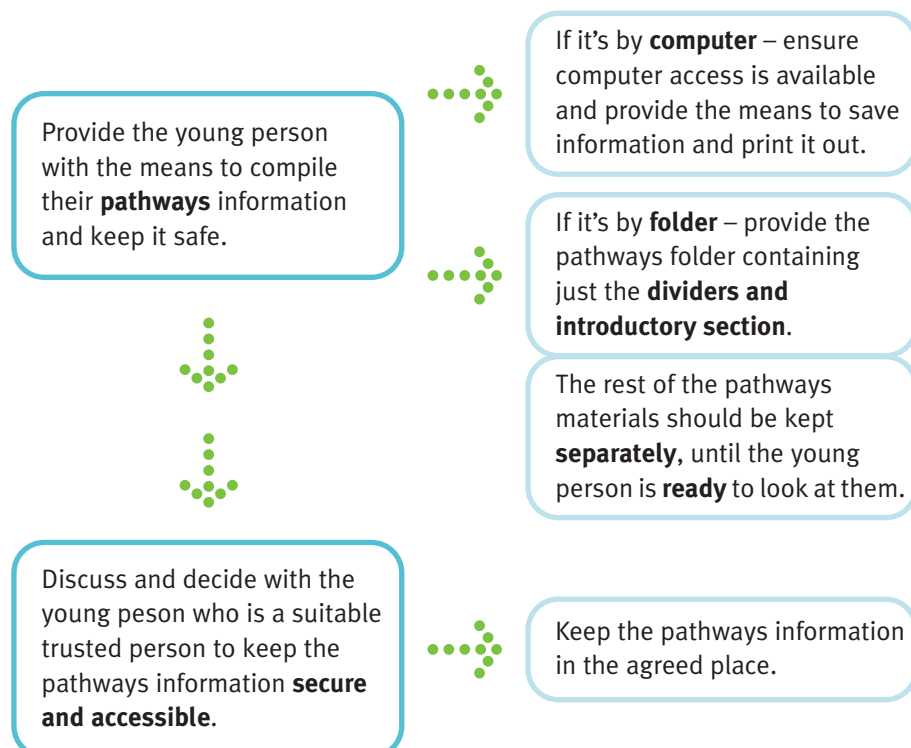
- At first, just introduce the young person to the introductory sections.
- The Pathways Co-ordinator should keep aside the rest of the sections until it is the right time to work through them.
- The materials are then compiled as each section is completed.

### ❖ Who keeps pathways:

- Together with the young person, you may wish to identify a trusted worker or carer who can keep a copy of the **Pathways** materials safe. This is particularly important given that the information recorded is personal and will be required to inform the assessments and plans.

### ❖ Keeping information safe but accessible:

- The young person should have easy access to the information from **Pathways**. This will be agreed when discussing where the **Pathways** information is kept.



## Links with LAC materials

Ideally, the local authority's record of the period when the young person was looked after will already contain essential factual information about the young person and an account of the assessments and care planning already completed before starting on throughcare and aftercare planning. This record may be found either in hard copy in their LAC forms or electronically stored in some authorities. All the forms will contain relevant information if they have been completed.

The specific forms to look for are:

- the **Essential Core Record** – factual information,
- the **Essential Background Record** – a comprehensive chronological history of placements, legal statutes, health and education,
- the **Care Plan** and /or the most recent Part 6 of The **Review** of the Care Plan Folder – how the identified needs of the young person are to be met currently
- an **Assessment and Action Record** for the 10 – 14 or 15+ age group.

The Assessment and Action Record may be retained in the placement where the young person was living when it was completed or the young person themselves may have it. The “Summary of Work to be Undertaken” as a result of completing the Assessment and Action Record should be retained in the young person's file.

*Before embarking on throughcare and aftercare work with a young person, existing Looking After Children materials should be checked to see if they have been completed for the young person. This will avoid any duplication of effort on both the young person's and local authority's part.*

Guidance, paragraph 6.3

The following table summarises the main links between Pathways and the LAC materials:

<b>Pathways Section Headings</b>	<b>LAC Section Headings</b>	<b>LAC Forms</b>
Lifestyle	<ul style="list-style-type: none"> <li>• Education</li> <li>• Emotional and Behavioural Development</li> <li>• Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Care Plan</li> <li>• Assessment and Action Records</li> </ul>
Family and Friends	<ul style="list-style-type: none"> <li>• Personal Details</li> <li>• Family and Social Relationships</li> <li>• Identity</li> <li>• Social Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Core Record</li> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>
Health and Well Being	<ul style="list-style-type: none"> <li>• Health</li> <li>• Emotional and Behavioural Development</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Background Record</li> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>
Learning and Work	<ul style="list-style-type: none"> <li>• Education</li> <li>• Social Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Background Record</li> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>
Where I live	<ul style="list-style-type: none"> <li>• Self Care Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>
Money	<ul style="list-style-type: none"> <li>• Self Care Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>
Rights and Legal Issues	<ul style="list-style-type: none"> <li>• Self Care Skills</li> <li>• Emotional and Behavioural Development</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Background Record</li> <li>• Care Plan</li> <li>• Assessment and Action Record</li> </ul>

Look at completing the introductory section of pathways.



Ensure the **Background Information** section in pathways is complete.



Are the LAC materials completed and up to date?

**YES**



Add a copy of the Essential Background Record to the **Background Information** section.

**NO**



Update the LAC Essential Background Record

## Consent for information sharing

Every effort must be made to seek the young person's permission to pass on any information that has come out of completing **Pathways**.

*It is of vital importance that the consent of a young person to the sharing of any information about them is sought before and after any pathways work is undertaken. It should be made clear to the young person what they are giving consent to and why.*

Guidance, paragraph 3.5

The most sensitive information is likely to be contained in the **Pathways Views** section. This information should only be used by the person completing the Pathway Assessments to make sure the young person's views are represented. This information cannot be passed on to anyone else unless the young person specifically gives permission. Consideration should be given to returning the completed Pathways Views to the young person once there is no longer a need to keep them.

The results of the **Pathway Assessments** should only be shared if it is absolutely necessary, again with the young person's consent. The Pathway Assessments may contain some personal or sensitive information. Sufficient thought should be given to if a pathway assessment needs to be shared and why. The Pathways Co-ordinator will keep copies of the Pathway Assessments.

It is recommended that a copy of the relevant **Pathway Plan** should be passed on to someone who has been identified to provide support, again with the young person's consent where possible. Consideration should be given to the appropriateness of sharing any personal or sensitive information.

In order to make it easier to identify who can see the Pathway Assessments and Pathway Plans, the **summary pages** have space to record where consent has been agreed in advance. The reasons for sharing such information should be fully explained and discussed with the young person, so they can clearly understand any reasons for sharing information. There may be an exception where it is necessary to pass on certain information to ensure the safety of the young person or someone else.

The consent agreement can be changed by the young person at any time. If a relevant agency or individual is not listed on the summary pages then the young person should be contacted to check consent before any information is passed on.



## FOUR

## Take a flexible approach:

**Pathways** should be seen as a starting point in the process. Work carried out with these materials may highlight other needs and particular issues that the young person and supporting agencies need to address.

••••• **Take account of existing practice in local authorities and partner agencies that may differ to the materials:**

- Use the ring-binder folder format for additional information to be added, with all relevant information being held together.
- Check existing practice covers all the key areas that are covered in Pathways.

••••• **Think about who is best placed to complete each section:**

- It is easy to remove one section, so that this work can take place and then come together with other parts later.

••••• **Use additional materials and tools where they will be helpful:**

- Some sections of Pathways may provide a useful starting point from where other, more in-depth work can follow on.
- Consider if other methods may be used to encourage young people to engage with Pathways, e.g. by using computer technology.

••••• **Insert local information and signpost local resources:**

- The Pathways folder can be used to keep copies of useful leaflets, project information, helpful phone numbers etc.

## FIVE

## Pathways in Practice

The three main elements of **Pathways** are:

- **my pathway views** – the views of the young person
- **pathway assessment** – the assessment of the young persons needs
- **pathway plan** – how the local authority plans to meet the needs

*These should be seen as part of a single process in which the views of the young person are sought, their needs assessed and action identified to meet those needs. Although these elements are identified separately in the legislation and regulations they should not appear as distinct bureaucratic steps to the young person, but part of a continuous process of consultation, assessment and support.*

Regulations 3, 8, 10 and Guidance, paragraph 6.7

There are also Background Information, Useful Contacts, Additional Information, Hopes for the Future and Progress Review sections to accompany the three main sections and complete the **Pathways** framework.

### Initial Agreement

*In relation to each young person whose needs are to be assessed, the responsible authority shall conclude a written agreement with the young person (“the initial agreement”) setting out details of:*

- (a) the name of the pathway co-ordinator;*
  - (b) the timetable for the pathway assessment; and*
  - (c) the persons who are to be consulted for the purposes of the pathway assessment.*
- (Regulations 7(2))

The Initial Agreement Records:

- When **Pathways** will start
- When progress will be reviewed
- Date for starting work on **Pathways**
- Named person responsible for co-ordinating **Pathways** (Pathway Co-ordinator)
- Any other people / agencies who may be able to help with the process

The agreement form should be copied and sent to all those named on the form. Consideration should also be given to sending a copy to the young person’s parents, appropriate family member or carers.

## Background Information

Young people should have their own record of important information concerning them. Some of this information can be used by them as a reference for completing forms, finding out addresses, applying for jobs, etc.

Background Information:

- The majority of information asked for on this page should be contained in the young person's Essential Background Record (EBR) from the LAC materials.
- If available, an updated copy of the EBR should be inserted into this section.

Other assessment and planning processes:

- If there are other written documents that are available from other agencies, attempts should be made to incorporate these into the young person's folder as appropriate.

## Useful Contacts

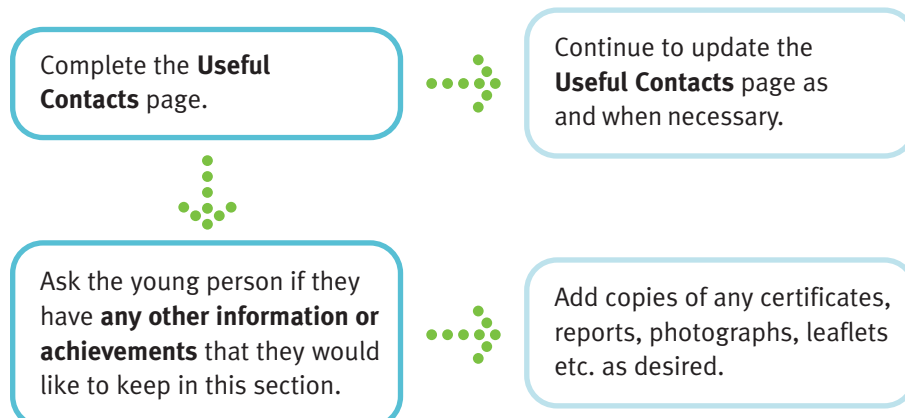
This page is intended as an easy reference to people that the young person may need to keep in touch with. It is particularly important to keep any names and phone numbers up to date.

## Other Information & Achievements

This section provides space for adding any additional information that may not fit within the other sections. It is also suitable for recording a variety of achievements, to further promote the positive aspects of this approach.

The following could be included:

- Certificates
- Reports
- References
- Photographs
- Information Leaflets



## Hopes for the Future

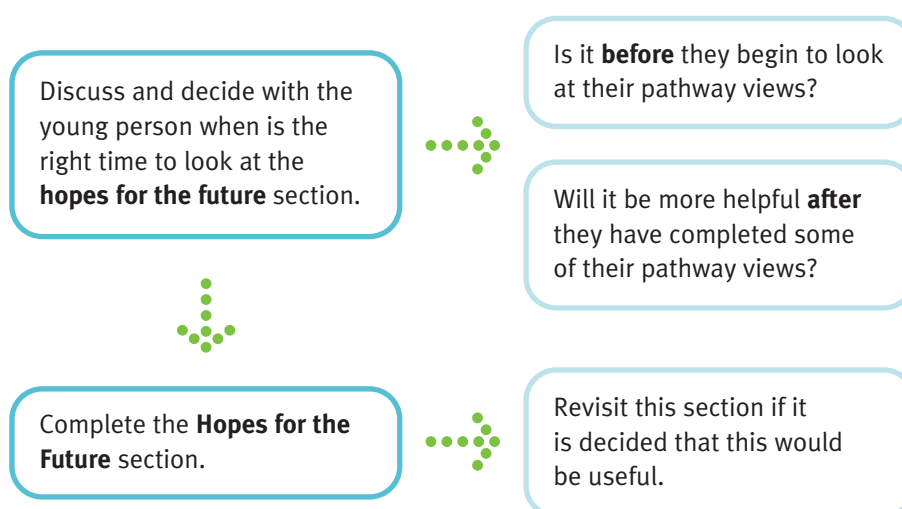
This is an overarching section that can be used for a number of purposes:

- To assist the young person in expressing their hopes for their future in relation to any aspect of their life.
- To promote and raise aspirations and to look towards achieving them.
- To start identifying steps towards making those hopes a reality.
- To focus on what the young person is most looking forward to about the future.
- To identify any worries that the young person may have around trying to achieve their goals.
- To identify supports that may be required, particularly for any additional needs that arise because of disability, health needs, etc.
- To allow the young person to reflect on their care experience – to consider what worked well and what did not work so well.

Issues raised within this section will inevitably link to other subject sections and it may be an idea to move between Hopes for the Future and relevant sections as appropriate. This section may not cover all areas that need to be looked at but can provide a positive starting point.

It is important to highlight general areas of additional support that may be required. These areas of additional support may have an impact on the action planning stage.

Introduce the idea of a leaving care exit interview or discussion if the young person has not already had a chance to take part in one. Care needs to be taken to explain the benefits of such an interview and the possible feelings it may raise.



## my pathway views

*Local authorities must seek and take account of the views and wishes of the young person in assessing their needs and preparing the plan that comes out of the assessment*

Regulation 3(1)(a) and Guidance, Paragraph 3.2

Key points:

- **Start with whatever section the young person feels comfortable with.**
- **Move between sections where appropriate.**

Whilst the pathways materials have been designed so that young people can complete 'my pathway views' on their own, it is envisaged that they will be supported by somebody else. The value of committed and skilled workers or carers cannot be underestimated. Young people will get the most out of this process by working with people they know and trust.

Each 'my pathway views' section has a front page with space for writing any views in smaller boxes. The subheadings are consistent with the subheadings used in the rest of the section and on the 'pathway assessment' pages.

**The front page can be used:**

- as an introductory exercise for the section, or
- as an open ended alternative to the questions in each section:
  - some young people may have a good idea about what their needs are, or
  - they may find it helpful to talk about issues in a more general way

The substantive part of each 'my pathway views' section is a series of questions designed to help the young person identify their needs. Some of the questions may be irrelevant for some young people – just leave these questions and concentrate on those areas that are relevant. Each section can be revisited at any time.

You may find that other materials help young people to express their views in relation to these sections. If so, add the outcomes of using any other materials in to the young person's folder.

Many of the questions will highlight issues for further exploration. Workers should be aware of local resources and other sources of information that may help the young person.

The 'my pathway views' sections should be used to inform the 'pathway assessment'.



Is the young person ready to start looking at the areas covered in **my pathway views**?

**YES**



Discuss and decide with the young person **which sections** are the **most appropriate** to start with.



Does the young person wish to complete the **my pathway views** questions?

**YES**



Complete the **my pathway views** sections at the young person's pace and in whatever order is suitable.



Are there any other methods available to help the young person express their views?



You can revisit these sections at any other time.

**NO**



Discuss and agree when the right time may be to introduce areas covered in my pathway views

**NO**



Is the young person happy to complete the **summary page** with their initial thoughts?



Have an informal chat about the given area. You can also use the **blank page** as you wish.



In the relevant **circle**, note down any thoughts, feelings or words that come to mind.



## **lifestyle**

This section covers:

- **emotional well-being**
- **day to day activities**
- **personal safety**
- **influences on the young person**
- **the young person's personal identity**

*The young person's religious persuasion, racial origin and cultural and linguistic background will be important in maintaining a sense of personal identity and worth.*  
Guidance, Paragraph 3.8

### **Things to be aware of:**

- ***'What words best describe the way you feel today?'*** – may lead into further discussions about why the young person feels like that and whether there are significant issues affecting them just now. (Page LV3)
- ***'Activities'*** – should lead in to discussion about the young person's current situation and future wishes. (Page LV4)
- ***'What is important to me'*** – designed to open up discussions on a range of issues. This is a very important part as it deals with a number of 'identity' issues as well as highlighting issues of risk, choice, culture and priorities. Particular care should be taken to explore questions about sexuality, cultural and religious background as this is not picked up elsewhere in the materials. (Page LV7)



## family & friends

This section covers:

- family relationships
- their own children
- other caring responsibilities
- life story
- friends and other significant people in their life

### Things to be aware of:

- If the young person is not a **parent** some questions will be irrelevant. (Pages FV5 and FV6)
- *'Your life story'* – the young person may have had no experience of this type of work. It will require time to explain what this may involve and checking to see if time and resources are available for this. (FV7)



## health & well-being

This section covers:

- general health (including any mental health needs)
- contact with health services
- medical conditions and disabilities
- activities that might affect the young person's health
- emotional and mental well being

### Things to be aware of:

- *'Healthy lifestyle'* – this is the only section where issues such as drugs, alcohol and sexual health are directly dealt with. (Pages HV6 and HV8)
- Questions about **stress and feeling down** may well link in to other sections such as Friends and Family, Learning and Work or Lifestyle. If issues are raised, encourage the young person to look at the other sections and consider what actions could be taken. The aim is to encourage a wider awareness of health, which can include physical, psychological and emotional well-being. (Page HV9)





## learning & work

This section covers:

- future plans for study, training or work
- schooling (including support needs)
- skills and experience
- qualifications and certificates
- training and work

*Young people should be encouraged to take part in employment, training or education as this will assist them in fulfilling their potential and enable them to plan for the future.*

Guidance, Paragraph 8.3

The approach to this section should be aspirational and realistic. There may be links to the Hopes for the Future section.

A Careers Scotland adviser may be well placed to assist in completing this section or suggesting more in-depth work around these topics. It would be helpful if the worker had some awareness of the range of opportunities available to the young person.

### Things to be aware of:

- If the young person does not have a **Careers Scotland** keyworker or adviser, then they should be encouraged to make contact. (Page LWV4)
- **‘Skills and experience’** – although some of the questions talk about school subjects, the young person should be encouraged to consider other skills they have developed. (Page LWV6)



## where I live

This section covers:

- **accommodation arrangements**
- **practical living skills**
- **accommodation options for the future**
- **support required for living more independently**

*The provision of suitable accommodation can make an enormous difference to a young person in making a successful transition to adult living.*

Guidance, Paragraph 9.1

The main focus of this section is to address current and future accommodation needs. Remember that young people may still be in their care placement while completing this section and should not be left with a sense of being rushed to move on.

Local housing agencies may have additional requirements for their assessments but this section should at least enable the young person to consider a number of issues before meeting with a housing agency.

### **Things to be aware of:**

- **'Practical living skills'** – the table should be used to explore a wide range of independent living skills. (Page WV4)
- **'Extra support'** – does the young person have any disabilities or other additional support needs that must be taken into consideration. (Page WV8)



## Money

This section covers:

- **sources of income**
- **outgoings**
- **savings and debts**
- **requirement for financial support**
- **budgeting skills**

*Learning to manage money and a budget is an important step on the road to independent living.*

Guidance, Paragraph 8.1

### Things to be aware of:

- The **budgeting** exercises may highlight a need for further work in this area. (Pages MV3 and MV4)
- Look out for any problems the young person may have with **debts** owed. They may also require support to set up a **bank account**. (Page MV5)
- **'Future financial support'** – take time to consider any additional sources of finance that may be available to the young person, particularly financial support under Regulation 13. (Page MV6)



## rights & legal issues

This section covers:

- **knowledge of their rights and legal entitlements**
- **involvement in legal proceedings, including criminal proceedings as a victim, witness, or alleged perpetrator**

### Things to be aware of:

- Before working on this section, the worker should ensure that they are up to date with some of the key **legal entitlements** affecting young people leaving care. (Page RV3)
- This is the only section where **offending behaviour** is specifically addressed. (Pages RV4 and RV5)
- If the young person has been the **victim of a crime**, ensure that they are made aware of local services such as Victim Support. Remember that the local authority has specific duties to ensure that Criminal Injuries Compensation is claimed where appropriate. (Pages RV4 and RV5)

## pathway assessment

The 'pathway assessment' is divided into the same sections as 'my pathway views'. The assessment should be informed by the views of the young person and anyone else that has been consulted.

*In carrying out the pathway assessment the local authority must not proceed until the pathway views of the young person are complete (unless this is not reasonably practicable). It must take the views into account and note them in its record of the pathway assessment.*

Regulations 8(2) and 8 (3) and Guidance, Paragraph 6.15

### pathway assessment summary

Key points:

- **The summary records dates when each assessment has been completed or updated.**
- **Take note of the people or agencies that can receive information contained in the relevant assessment section (as agreed by the young person in advance)**

**The 'comments' column can be used to record any relevant information such as:**

- when any information has been shared and who with
- key issues arising from the assessment
- other relevant assessments that have been carried out

Consent and information sharing must be explained to the young person. By signing the consent section of the pathway assessment summary page, the young person is agreeing that the agencies or people listed on the previous page can receive information from the relevant assessment. Consent can be reviewed at any time. If a relevant agency or individual is not listed on the summary pages then the young person should be contacted to check consent before any information is passed on.

Each assessment section should be considered on its own. For example, the young person may be happy for information in 'where I live' to be shared with a housing agency but may not want this agency to have information contained in the 'family & friends' section.

**Information from the pathways assessment should only be shared for the following reasons:**

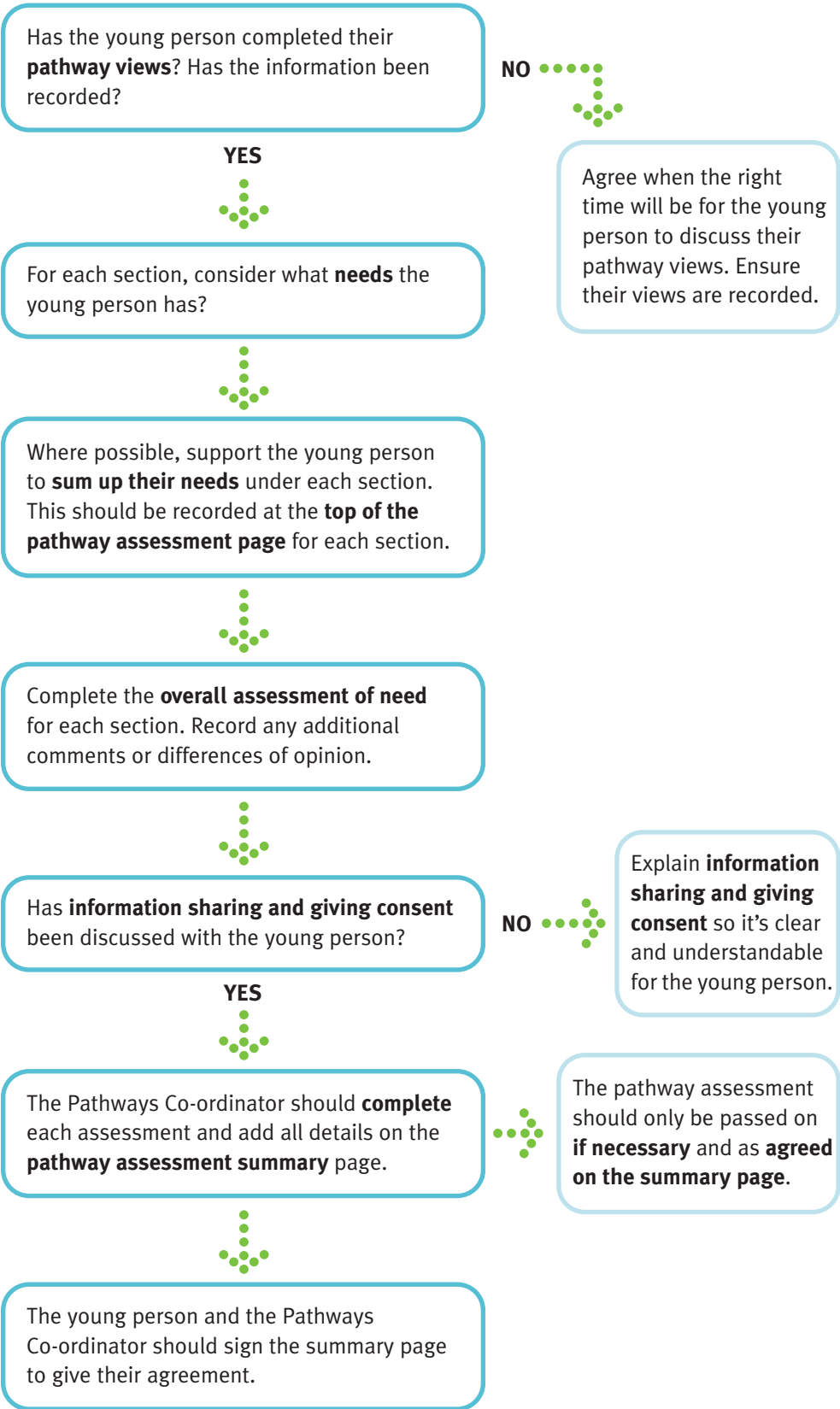
- to help make sure they receive support from particular services
- so they don't have to answer the same questions again in a different setting

## pathway assessment sections

- Each 'pathway assessment' is set out in the same format.
- For each assessment, the questions down the left hand margin link to the 'my pathway views' section and act as a prompt for the type of issues that should be considered in the recorded assessment.
- Has the relevant 'my pathways views' been completed?
  - If not, make a note in the comments box (over the page), as to why and what efforts have been made to listen to the young person's views
- If anyone else has contributed to the assessment, they should be listed.
  - This could include parents, or anyone with parental responsibility, any person who cares for them on a day to day basis, a representative of the school or college (such as a class teacher or someone chosen by the young person), an independent visitor if they have one, the GP or other appropriate health professional (such as a Looked After Children nurse), the young person's supporter, and anyone else whom the responsible authority or the young person considers relevant (Regulation 8(6)). When deciding who needs to be involved in the assessment, the responsible authority should take into account the wishes of the young person.
- There is a space for the young person to set out the needs identified by them.
- The overall assessment is to be completed by the relevant worker. It is this part that will be regarded as the 'pathway assessment'.
- Any differences in opinion about the overall assessment should be recorded.
- Consent for sharing information contained in the assessment should be recorded on the pathway assessment summary page.
- The name of the person who completes the assessment and the date should be recorded. Each 'pathway assessment' section needs to be agreed by the responsible authority.

*The assessment process might indicate that the young person should have a more detailed or specialised assessment in a particular area – for example, health or employment – or the young person may already have had such an assessment. In such cases the pathway assessment should signpost the more detailed assessment required, and the resulting assessment can be included in the pathways folder and should be considered in the pathway plan.*

Guidance, Paragraph 6.16



## pathway plans

The pathway plan is divided into the same sections as my 'pathway views' and the 'pathway assessment'. The plans should be informed by the views of the young person, anyone else that has been consulted and the 'pathway assessment'.

*In completing a pathway plan the responsible authority shall take account of the pathway assessment.*

Regulation 10 (1)

### pathway plan summary

Key points:

- **Dates should be recorded when each plan has been completed or updated.**
- **Take note of the people or agencies that can receive information contained in the plan (as agreed by the young person in advance).**

**The 'comments' column can be used to record any relevant information such as:**

- when any information has been shared and who with
- key issues arising from the plan
- other relevant plans that have been carried out

Consent and information sharing must be explained to the young person. By signing the consent section of the pathway plan summary, the young person is agreeing that the agencies or people listed on the previous page can receive information from the relevant plans. Consent can be reviewed at any time. If a relevant agency or individual is not listed on the summary pages then the young person should be contacted to check consent before any information is passed on.

It is recommended that a copy of the relevant 'pathway plan' should be passed on to someone who has been identified to provide support. Information can only be shared for the following reasons:

- to help make sure they receive support from particular services
- so they don't have to answer the same questions again in a different setting

**Any priority actions from the pathway plans should be recorded on the summary page for easy reference.**



### pathway plan sections

- Each 'pathway plan' is set out in the same format.
- Have the relevant 'my pathway views' and 'pathway assessment' been completed?
- It may be that no action is required in particular sections – you should still record this.
- The table sets out
  - what action is required
  - who will take responsibility for this
  - when it will happen by
  - any contingency plans considered

*It is important to recognise that a young person may not always be successful the first time that they attempt adult living and may need help more than once. Some young people will need more support than others and the pathway plan should reflect this. There should therefore be an element of contingency planning built into the pathways process and fully explained and discussed with the young person. Guidance paragraph 6.25*

- Any differences in opinion about the plan should be recorded.
- If anyone else has been consulted in drawing up the plan, this should be recorded in the comments box.
- Consent for sharing information contained in the plan should be recorded on the pathway plan summary page.
- The name of the person who completes the plan and the date should be recorded. Each pathway plan section needs to be agreed by the responsible authority.
- The plans should be reviewed at the progress review meetings and the two end columns should be completed with the outcomes of each plan that was made.

Has the **pathway assessment** been completed for each section?

**YES**



Discuss with the young person and any other relevant person, what **plans** need to be made, as a result of the pathway assessment for each section.



For each section, decide and record the action that needs to be taken, **by whom and when**.



Has **information sharing and giving consent** been explained and discussed with the young person?

**YES**



The Pathways Co-ordinator should **complete** each plan and add all details on the **pathway summary page**.



The young person and Pathways Co-ordinator should sign the summary page to give their agreement.

**NO**



You need to complete a pathway assessment **before** you can move on to discuss and decide the pathway plans.

**NO**



Explain **information sharing and giving consent** so it's clear and understandable for the young person.



The pathway plan should be passed on to **someone named in the plan** and only if this has been **agreed on the summary page**.

## pathway plan progress reviews

*The purpose of regular review is to check that the goals and milestones are still right for the young person and are still being met, or to set new targets if the young person has achieved those previously identified. It will make sure that levels of support are adequate and are being delivered according to plan. It will take account of any unexpected developments and will revise the plan accordingly...The views of the young person will again be central to this process.*

Regulation 12(4) and Guidance 6.28

The responsible authority must arrange a review:

- **if the young person asks for one;**
- **if the pathways co-ordinator asks for one,**
- **if the young person's supporter asks for one;**
- **or at least every six months**

**The purpose of the progress review is to:**

- Check that the goals and milestones are still right for the young person and are being achieved.
- Set new targets if the young person has achieved the plans previously identified.
- Make sure that levels of support are adequate and are being delivered according to plan.
- Take account of any unexpected developments and revise the plan accordingly.

It is an opportunity to record the outcomes of any actions taken at an earlier date and consider what works and achieves best results for the young person. The views of the young person will again be central to this process and must be sought in reviewing the plans.

The overall aim of the progress review is to ensure that:

- support is provided and any partnership working is taking place effectively
- any difficulties are identified at the earliest opportunity so additional support needs can be identified
- the young person receives positive encouragement.
- all achievements, big or small, are recognised and celebrated.

Is it a good time to **review the progress** of the plans for the first time?

**YES**



Discuss and decide with the young person about **when** a progress review meeting should take place, **who** should attend and **where** should it be held.



Use the **pathway plans** as the **basis** for discussing and reviewing progress. Ensure that **what took place and when** is recorded on the relevant **plan**.



Record the outcomes of the discussion on the **progress review** page.  
Agree a date for the **next** progress review meeting.

**NO**



Discuss and agree when the right time may be to **arrange a time** to review the progress.



Where possible, the young person should be supported to take a lead role in reviewing progress.



Do any of the sections need to be revisited?  
Have the young person's views changed?  
Should another assessment of need take place?  
Do new plans need to be made?

## Revisiting pathways

As Pathways is an on-going process, there may be times where it is beneficial to revisit some of the sections that were completed previously. This could be to establish how much progress has been achieved or to re-establish a young person's views and needs because of significant changes in circumstances.

*Assessments and planning are not static documents but a continuously evolving cycle of updating and revision. The plan will therefore have to be a living document which recognises this and can be amended accordingly.*

Guidance paragraph 6.27

Progress reviews will play an important role in helping to decide when sections should be revisited. The young person should also be supported to decide if and when they may wish to revisit any sections.

Do any of the sections need to be revisited?  
Have the young person's views changed?  
Should another assessment of need take place?  
Do new plans need to be made?

**YES**



Discuss and decide with the young person **which sections** need to be **revisited**.



Complete any sections again, as necessary.



You may wish to **compare** the outcomes and progress from the previous time this took place.

The Pathways process should continue until all parties are satisfied that the young person has been successfully supported towards realising their goals.

SIX

## Acknowledgements

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**BACK COVER  
INFO OR LOGOS TBS IF REQUIRED**