



**Somerset County Council  
My Pathway Plan  
(Pathway Plan Part 2 – Short, medium and long term plans)**

<b>Details Young Person</b>	
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Allocated Worker Name	Job Title	Contact Details

Personal Advisor/s Name/s	Job Title	Contact Details

**Details of people contributing information to inform the formation of the plan**

Name	Role	How did they contribute

<b>If the young person did not contribute give reason and efforts made to involve them</b>	
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## Documentation / Important information

Type	Available (Yes/No/Not applicable)	Action Needed by whom and when
Birth Certificate		
Deed Poll Record		
National Insurance Number		
Bank Account details		
Information Sharing Form		
Leaving Care guide		
Education Certificates		
Curriculum Vitae (CV)		
NHS medical card		
Health History/Health Passport		
Homefinders Number		
Passport		
Driving Licence		
Details of Advocate/mentor/solicitor		
Life Story		

## Accommodation / Placement

Current Situation	Details
<b>Living arrangements</b> (e.g. Foster/residential placement, with parents or family, supported accommodation independent living - alone or with partner/child/ren)	
<b>Advice / help / support provided</b> (e.g. personal care/hygiene, dressing, laundry, cooking, social skills training )	
<b>Suitability / Meeting the young person's needs</b> (e.g.)	
<b>Access issues</b> (e.g. stairs, bathroom, height of surfaces)	
<b>Move on plans</b>	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
<b>Practical tasks to maintain accommodation</b> (household chores, cooking, safety, bins etc.)		
<b>Emotional aspect of maintaining accommodation</b> (loneliness, isolation)		
<b>Behavioural / social aspects of maintaining accommodation</b> (living with others/abiding by rules/ management of people visiting)		
<b>Financial aspects of maintaining accommodation</b> (rent, bills, contributions)		
<b>Understanding and managing plans to move on</b> (if applicable)		

**Overall rating of accommodation situation on a scale**  
**1= not appropriate**  
**5 = appropriate**

Date	Young Person	Assessor

<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	

<b>Contingency Plans</b>	
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## Finances

Young person is willing to share this information	
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Financial Commitments	
Type	

Advice / help / support provided		
Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
Ability to access/maintain funds available		
Ability to balance incoming funds and outgoings		
Knowing what to do in an emergency		
Understanding how to avoid debt		
Ability to manage social aspects of money (risk of financial exploitation / contributing/sharing appropriately)		

Overall rating of accommodation situation on a scale 1= not appropriate 5 = appropriate		
Date	Young Person	Assessor

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<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	

<b>Step 2 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	

<b>Who will say it has been done and how is it evidenced?</b>	
<b>Step 3 to achieve goals What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	
<b>Contingency Plans</b>	

## Health

Current Situation	Details
<b>Date/outcome/recommendations of last Health Assessment</b> (by a doctor, nurse, psychologist/psychiatrist, OT, optician or other health professional)	
<b>Multi – agency involvement/arrangements</b> (e.g. transition plan)	
<b>Type of Disability (if applicable) and impact</b>	
<b>Communication method</b> (speech/language used, signing, interpreter needs)	
<b>Physical, emotional or mental health needs</b>	
<b>Lifestyle</b> (Eating, sleeping, diet, exercise, smoking, sexual health etc.)	
<b>Advice/help/support provided</b>	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
<b>Registering and making appointments such as GP, dentist, optician</b>		
<b>Attending appointments</b>		
<b>Doing what a GP, nurse, dentist, optician etc., suggests (e.g. taking prescribed medicines, wearing glasses)</b>		
<b>Accessing services in an emergency</b>		
<b>Understanding and managing general health</b>		
<b>Understanding and managing emotional and mental health</b>		

<b>Understanding and managing safe sexual health and contraception</b>		
<b>Understanding and managing a healthy lifestyle</b> (Eating, sleeping, diet, exercise, smoking etc.)		
<b>Understanding and managing the impact of Drug and Alcohol use</b>		
<b>Understanding and managing the impact of any disability</b>		

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Date	Young Person	Assessor

<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

<b>What is the goal to be achieved in the medium to long term?</b>	
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<b>Step 1 to achieve goals</b> <b>What needs to happen and</b>	
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<b>how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	
<b>Contingency Plans</b>	

## Education, Training, Employment, Work Experience, Volunteering

Current Situation	Details	
Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
Applying for Education, Training and Employment opportunities		
Meeting attendance requirements		
Fulfilling their potential		
Meeting behavioural requirements		
Abilities regarding transport to access Education, Training, Employment		

Overall rating of accommodation situation on a scale 1= not appropriate 5 = appropriate		
Date	Young Person	Assessor

<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	

<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	
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<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	

<b>Step 2 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	

<b>Contingency Plans</b>	
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## Family, Friends and Support Network

Current Situation	Details
Relationships with family members including brothers and sisters (e.g. seen/not seen/nature of relationship/impact on young person/stability)	
Relationship with partner/s	
Relationship with friends	
Support network	
Location/Transport issues in maintaining contact with family and friends	
Knowledge of family history/life story	
Advice/help/support provided	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
Understanding of things that impact on relationships (e.g. geography)		
Understanding of relationship issues (including ability to recognise healthy and unhealthy aspects)		
Ability to accept the positive support available from family and friends		
Ability to manage any negative impact from family or friends		
Practical arrangements for maintaining relationships		

**Overall rating of accommodation situation on a scale****1= not appropriate****5 = appropriate**

Date	Young Person	Assessor

**Additional information about knowledge/skills/abilities**

(Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)

**What is working well?****What are we worried about?**

(Including any safeguarding concerns)

**What is the goal to be achieved in the medium to long term?**

(What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)

**Step 1 to achieve goals****What needs to happen and how? (tasks/actions)****Who will do it?****When will they do it? (timescale)****Who will say it has been done and how is it evidenced?**

## Identity

Current Situation	Details
<b>How the young person views/describes themselves</b> (in relation to care history, leaving care status, race, culture, place of birth or association, religion, language, disability, gender, sexual orientation, individuality, self-confidence, self-esteem, other)	
<b>How the young person feels they are seen by others</b> including issues/conflicts relating to this	
<b>Advice/help/support provided</b>	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
<b>Ability to recognise and accept how society views the young person/capacity for reflecting</b>		
<b>Ability to manage identity issues</b>		
<b>Ability to accept help and support to manage identity issues</b>		
<b>Ability to access resources which would promote aspects of identity</b>		

**Overall rating of accommodation situation on a scale**  
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<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
<b>When will they do it? (timescale)</b>	
<b>Who will say it has been done and how is it evidenced?</b>	

<b>Step 2 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	

**When will they do it?  
(timescale)**

**Who will say it has been done  
and how is it evidenced?**

**Contingency Plans**

## Hobbies, Sport, Leisure, Social Life

Current Situation	Details
How the young person spends their time	
Sorts of activity that would be of interest <small>(assuming accessibility and viability)</small>	
Finance issues related to the activities	
Travel issues related to the activities	
Advice/help/support provided	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
Ability to use time constructively/engage in activities		
Ability to manage social aspects of activities		
Ability to manage financial aspects of activities		
Ability to manage travel aspects of activities		

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Date	Young Person	Assessor


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<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points will carry forward to Part 2)	

<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
<b>Who will do it?</b>	
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<b>Contingency Plans</b>	
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## Parenthood

Current Situation	Details
<b>Details of child or children</b> (Name, age, etc)	
<b>Living arrangements for child or children</b> e.g. living with the parent/s or extended family, Child Looked After and where placed, adopted etc	
<b>Responsibilities as a parent</b> including Parental Responsibility, whether a CAF has been completed, child/ren are CIN, subject of a CP plan	
<b>Advice/help/support provided</b>	

<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

<b>Step 1 to achieve goals</b> <b>What needs to happen and how? (tasks/actions)</b>	
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## Offending

Current Situation	Details
<b>Risk/History of offending and consequences</b> (e.g. orders, fine/s, custodial sentence)	
<b>Partner Agency involvement</b> (YOT, Probation)	
<b>Influences/triggers for offending/risky behaviour</b>	
<b>Impact of offending</b> (on accommodation/placement, finances, ETE, family and friends, children, social life etc)	
<b>Advice/help/support provided</b>	

Young Person's Knowledge/Skills/Abilities	Young person's view knowledge/skills/availabilities	Assessor's view of the young person's knowledge/skills/abilities
<b>Ability to avoid/manage influences or triggers for offending behaviour</b>		
<b>Ability to use agency support to manage offending behaviour</b>		
<b>Ability to utilise support to manage impact of offending</b>		
<b>Ability to comply with requirements of any order imposed</b>		
<b>Overall rating of accommodation situation on a scale</b> 1= not appropriate 5 = appropriate		
Date	Young Person	Assessor

<b>Additional information about knowledge/skills/abilities</b> (Include evidence for views expressed, whether there is agreement between	
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views expressed by young person and assessor and if not, possible reasons for that and how it will be addressed)	
<b>What is working well?</b>	
<b>What are we worried about?</b> (Including any safeguarding concerns)	
<b>What is the goal to be achieved in the medium to long term?</b> (What does the young person want to achieve, what is the assessors wish for them. These points should carry forward to Part 2)	

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<b>Who will do it?</b>	
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<b>Contingency Plans</b>	
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## Sharing the plan

Area of plan that can be shared	With Whom
Accommodation / placement	
Finance	
Health	
Education, Training, Employment, work experience, volunteering	
Family and Friends	
Identity	
Hobbies, Leisure, Social Life	

## Views, Agreements and Authorisation

### Young person's views

<b>Views of the young person on Part 1 -Assessment</b>	
<b>Views of the young person on Part 2 - Plans</b>	
<b>Views of the young person on Services they are receiving</b>	

### Agreements

<b>Title</b>	<b>Name</b>	<b>Date</b>
<b>Young Person</b>		
<b>Person completing the Pathway Plan</b>		
<b>Allocated worker</b>		
<b>Personal Advisor</b>		

### Authorisation

<b>Person Authorising the Plan</b>	
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