



Pathways & Welfare Assessment - Guidance

General notes

The Pathways assessment process is in equal part, one of sharing information about alternatives and adult systems, and finding out about the young person and their strengths, needs and preferences so that together the young person and the worker/s can explore what support is needed as they go forward.

As with any social work assessment, the worker should use their skills in getting to know the young person, meeting and talking with them and the people who are relevant to them, gaining a rounded understanding of them and their life. Gaining an understanding of their history and relationships through reading previous records is also necessary.

The full Pathways Assessment may proceed at 15, **or earlier** if the young person may be expected to require additional services in future to ensure, not only, that the transition to any adult services which are needed to support the continuing care placement are in place but that the young person experiences as seamless a transition as possible. If the young person is expected to remain looked after and accommodated until they are 18 and there are not complex issues to be considered, then full assessment may be deferred until 17 this will have been determined by the Initial Pathways Assessment.

Once started, the assessment should be completed in a 6 – 8 week period, and be presented to the next Looked After Child (LAC) review, so that recommendations can be formally discussed and endorsed or changed.

For some young people this period of intensive work is likely to establish their relationship with the TCAC service; respectful relationships are crucial with the young person and the team around that young person.

Information to be given to young person:

- Continuing Care
- After Care rights and what the service looks like
- Education supports, options and care-experienced supports
- Support into work
- Accommodation options and systems
- Financial supports

Assessment

The following questions provide suggested areas that can guide conversations, and enable you to provide an assessment that is relevant to the young person. Not all the suggestions in each heading below will be relevant in every case.

A. Safe and Risk

1. Does the young person feel safe in their current accommodation/placement?
2. Does the young person feel safe in their local community?
 - are they at risk of harm from others in the community
 - able to access support locally
 - are there historic abuse concerns locally?
3. Does the young person understand online / Internet Safety?
4. Does the young person have any self-harm issues?
5. Does the young person pose a risk to their local community?
6. Is the young person drawn to risk- taking activities?
7. Does the young person use illicit substances / alcohol / tobacco?
8. Is the young person putting themselves at risk of harm in the obtaining of illicit substances? This harm could be legal, in that they could attract the attention of Criminal Justice Services or physical or emotional as they may have to make negative associations with others to obtain substances.
9. Is the young person at risk of harm from overdosing or mixing substances?

B. Health and Wellbeing

1. Is the young person registered with a Medical Practice / Dentist / Optician / other health professional (such as a Diabetes or Dietetic practitioner)?
2. Does the young person know how to register and make appointments with a medical services, such as a Medical Practice, and are they able to do it?
3. Does the young person have any regular and ongoing involvement with any healthcare professionals?
4. Does the young person have any additional needs, health condition or diagnosis that affects how they function? If so, what are the implications of this?
5. Has the young person had all their vaccinations?
6. Does the young person take any regular medication?
7. What does the young person do to make themselves feel better when their life feels challenging? How does the young person self-nurture?
8. Where does the young person go, who does the young person associate with for a nurturing or comforting experience?
9. What is the young person's diet like?
10. Does the young person understand the value of exercise?
11. Does the young person engage with any physical activity? This does not need to be formal exercise, it could be walking / cycling socially or for transport.

C. Lifestyle and Identity

1. Does the young person identify with any particular gender?
2. Does the young person understand safe sex practice?
3. Is the young person sexually active?
4. Does the young person feel that they are a confident person, or do they feel that they lack confidence? What areas of life does the young person feel confident in engaging with?
5. How does the young person interact with people and officials? Are they able to engage easily in conversation with people socially? More formally?
6. Does the young person experience any language barriers or issues with communicating with others?
7. To be observed rather than asked?: Does the young person take care of their presentation? Is it felt that their presentation, if poor, might be indicative of less than ideal mental wellbeing?
8. What are the young person's strengths, talents, hobbies and interests?

9. Does the young person engage in activities and interests (such as hobbies, employment, education, a significant social circle) that could be said to evidence that they are not isolated from society?
10. Does the young person feel that they experience issues which makes them withdraw from society and are therefore becoming socially excluded and isolated?

D. Family and Friends

1. Who does the young person consider to be their family and who is important to them?
2. Do they wish to remain in their current living situation under Continuing Care?
3. What contact does the young person have with their birth family?
4. What are relationships like between the young person and the various members of their birth family?
5. Where does the young person celebrate special occasions such as Birthdays and Christmas?
6. Does the young person have close and possibly nurturing friendships?
7. Does the young person feel that their peer friendships are a positive influence upon their lives?
8. Is the young person easily led by their peers or other people in their lives? Are they drawn into engaging in negative or destructive behaviours that they would rather not be involved in?

E. Learning and Work

1. Is the young person still at school? Are they attending regularly?
2. Does the young person have any additional learning needs?
 - If so, how are these met?
 - How significant will they be for their life after school?
3. Is the young person currently engaged in any education, training or employment?
4. What are their hopes and aspirations? Has the young person thought of what they want to do after school regarding education, training or employment?
5. Has the young person achieved qualifications?
6. Has the young person met an SDS worker/ Careers advisor?
7. Is the young person good at keeping appointment times? Would they need reminders to attend appointments?

F. Accommodation, Practical and Self-Care Skills

1. What is the young person's current living situation?
2. What would the young person like their next accommodation to be? Where would this be?
3. What domestic tasks does the young person currently undertake?
4. What domestic tasks can the young person do, but does not do?
5. Does the young person know of all the varieties of accommodation that exist? These should be explained to the young person.
6. Has the young person completed an Apply4homes application and a HomeHunt application for Grampian Housing Association?
7. Does the young person know about the After Care Grant available from Placement Services? Explain this to them if they have not heard of this.
8. Does the young person have any awareness of the responsibilities that come with having a tenancy, for example gatekeeping, paying bills etc..?
9. Discuss the potential for feelings of loneliness and isolation when living alone in a tenancy and think about ways to address these feelings should they arise.
10. Does the young person have any furniture of their own that they could take to a tenancy as and when one is offered?
11. Discuss with the young person the items that they would need for a tenancy, e.g. Flooring, white goods, kitchen equipment, lightbulbs etc...

G. Financial

1. What level of experience and ability does the young person have of managing money? What support do they currently have with this?
2. Does the young person have a Bank Account?
3. Does the Young person have an ISA?
4. Does the young person have any form of income?
5. Discuss the Financial Assessment, carry this out when appropriate and explain the responsibilities and value of Income Maintenance.

H. Rights and Legal Issues

1. Ensure that the young person is informed about their rights to
 - Request Continuing Care
 - After care support up to 26 yrs.
 - Financial supports (IM, Care experienced education bursaries)
2. Does the young person have a passport?
3. Do they have any personal legal concerns e.g. name change, Has the young person has any contact with the Police?
4. Does the young person have a Criminal Justice Social Worker or a Youth Justice Social or Support Worker?
5. Does the young person have any Charges that are still to be addressed by the Courts or Criminal Justice Social Work?
6. Does the young person know what the Citizens Advice Bureau do and its location?
7. Does the young person know what Trading Standards can help with, and do they know its location?

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August 2020

Approved March 2021

Review March 2022