

-LAC Pathway Assessment C1332

Young Person, Family/Carer and Network Details

Young Person's Details

| Name | DOB | Gender | Address | Telephone number |
|------|-----|--------|---------|------------------|
| | | | | |

Remember these do not have to just be family, or those providing care for the young person, they can be people who do not live close and can contribute by e.g. Facetime, Skype etc. to offer emotional support, but should be led by the family/network.

Members of the current support network (parents/carers/family members, friends, others that offer support)

| Name | Relationship | Contact Details | Have they contributed to this assessment? If so how? |
|------|--------------|-----------------|--|
| | | | |

This could be anyone who currently cannot or is not willing to support. An example may be a dad in prison, or grandparent/mum/dad who does not currently have contact or a relationship with the young person, (estranged family members etc). A network is considered to be wider than family; the context is friends as well. You could use family finding tools and tips to widen the network. Has a referral to Life Links/Restorative Conversation been considered to repair any strained relationships with networks or connected people and to explore other links?

Details of any other family/friends not currently able to offer support or are not in the network:

| Name | DOB | Relationship to child(ren) | Comments |
|------|-----|----------------------------|----------|
| | | | |

Details of agencies already involved with the young person or any of the family members/ network members

| Worker Name | Supporting who | Team / Agency | Contact details | Have they contributed to this assessment? If so how? |
|-------------|----------------|---------------|-----------------|---|
| | | | | |

We are asking this question as we want to build on the relationships where possible to support the young person into independence and continue relationships.

Relationships - If young person/network is currently working with any agency or professional - who do they have the best relationship with and why?

| Family member(s) | Name of worker | Role | Comments |
|------------------|----------------|------|----------|
| | | | |

Person completing this assessment with young person

Name

Team:

Assessment Information

Reason for completing this assessment

☐ Moving to Pathway Plan

☐ Significant change in circumstances

Based on the reason we have opened an assessment, what are the young person's initial views of this. (Do they agree, disagree, feel there is more or less of an issue etc). This is the starting point of the young person's journey to independence. Remember to use the words of the young person and their family/network where possible. This should be based on our initial contact.

What are the shared views of the reasons for completing this Assessment

Timeline and Significant Events

The first/worst and last event would be what our records tell us or the young person tells us first happened. We then use this as a tool to gather more information and use these boxes to add perspective in . We are only looking for a snapshot and not an actual assessment at this point. We then expand on these issues within the body of the critical issues domain within the actual assessment.

| First Event | Significance and impact to the young person |
|-------------|---|
| | |

| Worst Event | Significance and impact to the young person |
|-------------|---|
| | |

| Last Event | Significance and impact to the young person |
|------------|---|
| | |

Young Person and Network Overview

The main body of your assessment should be recorded here in the 'worries and working well section' and should be recorded as a narrative and not bullet points. You should record observations and evidence of what is currently happening in the young person's life and history. As part of the assessment you should use professional curiosity, consider all of the assessment factors and due consideration should be given to the domains within the assessment triangle. Focus should be given to the young person's/parent's/ network's ability to care for them/selves. The young person's development and life stage is a key focus, in line with where they live, their community and looking at past history and any previous involvement as appropriate. You may want to write the assessment as if you are writing it to the young person to make the assessment more powerful. Your network tree can help build your assessment for thinking about wider family and relationships. This also helps to build your safety/pathway plan for whoever might be able to offer support pre, during and post moving to independence and adulthood. Remember your assessment tools such as eco maps, decision making trees, calendaring as well as theory child development. Assessments are multi-disciplinary so include input from other professionals, (health's view, IRO's, Personal Advisor's). Think about contact with siblings and the perspective of others during the assessment. What does the young person say, what do other professionals

say, what observable behaviours have you seen or others working with the family. Consider the rule of optimism and the relationship between the columns, as something that can be a strength or safety but what is the flip side, 'showing that curious mind'. Here we are stipulating the statutory areas....health, education accommodation, finance and life skills.

What is working well?

All of this is collated within the four domains of the assessment from everyone's perspective. Views of others including carers must also be taken into account as part of the process for assessing the young person's needs and this information must be recorded.(including clearly labelled health worker's views, education worker's views, IRO's views)

This section should be a narrative and not just bullet points and should describe the worries/safety. Safety should be tried and tested, not just a one off occasion. If no safety is evident at the time of writing your assessment you can state no safety is currently evident.

Existing Safety / Success (evidence / information about what has happened)

The strengths should be things that happen/take place that address the worries. These do not provide direct safety but can provide support, strengthen family relationships etc. This field is where you develop the safety plan and build on existing strengths to add value to the safety plan. Strengths should be in relation to the worries presented and not just in general.

Existing Strengths (evidence / information about what has happened)

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Are there any worries, and what are they?

Critical issues / harm section should be narrative and not bullet points.

Critical issues/impact (evidence / information about what has happened)

Your complicating factors are everything else that is going on that is not evidenced as 'harm' but is a worry and is making the case harder to deal with

Complicating Factors (evidence) Who or what is making this worry harder to deal with?

This box can be used for information that you wish to include that is not directly linked to the aim of the pause and plan assessment. You may then feel this is important information to aid your pathway plan.

Additional information not covered in worries and working well

What life looks like for me

What does the young person say is the best thing in their life right now that is helping them to prepare for being a healthy independent adult and what else do they need to help them build on these foundations?

Who will help me if things go wrong? What am I worried about and what needs to happen?

Analysis and Scaling

Analysis is; the 'so what' of your pause and plan assessment with a view of whether the young person is becoming ready for his/her adult life. If there are themes or worries we would then pull these out below, these will then help with the building of the Pathway Plan. Consider the bottom line.

Analysis

Statements

| Worry Statement | Success Goal | 10 being0 being | Who scaled/ scale point | Reason |
|-----------------|--------------|---------------------------|----------------------------|--------|
| | | | | |

Views of the Assessment

Name:

ID:

Printed on: 07/11/2019

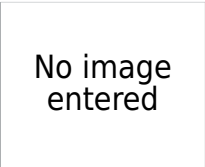
This should be completed once the assessment is complete. Please record whether the carers/ network agree with what has been written

Views of Young Person / Carers / Network

| Name | Views |
|------|-------|
| | |

Please be explicit within this section of the assessment
[Independent Reviewing Officer's Views of this Assessment](#)

Young Person's Signature



Team Manager's Authorisation

Authorised by

Date authorised and Assessment completed