

Passport to Independence

Introduction

The Passport to Independence is a flexible framework for young people, carers and workers which highlights the knowledge and skills we believe our looked after children and care leavers need as they move towards young adulthood and eventually full independence.

Each section has been grouped into three separate colour bands, Yellow, Orange and Green. The knowledge and skills in each band relates loosely to the things we would expect all young people to know at a given age.

Yellow = 12 – 14 years of age (School Years 8 & 9)

Orange = 14 – 16 years of age (School Years 10 & 11) and

Green = 16 – 18+ years of age (Year 12+).

When completed, this framework will demonstrate that our care leavers have gained the knowledge and skills they need to live independently. It has not been designed to be followed as a checklist, as each young person will develop their independent skills in different ways and at different times. In practice this means that carers and workers will be able to work across all of the areas at a level (Yellow, Orange and Green) which works best for each individual child / young person. Some young people may never progress beyond the basic level (Yellow) due to learning difficulties or disabilities and others will excel in some areas and not in others.

It is hoped that much of the knowledge and skills will be gained through being part of a family or through programmes already being delivered in residential settings. In practice, this means that carers and workers will use the framework to show that the young person they are caring for or working with has the knowledge and skills we believe are important in making a successful transition to independence.

All statements will need to be addressed and discussed with the young person. The scaling question at the beginning of each section can be used as often as needed to monitor the young person's progress. There is a Scoring Grid at the end of the Passport to Independence which can be photocopied and used at LAC Statutory Reviews to show how an individual young person is progressing across all areas of knowledge and skills. These can also be compared over time as a way of making sure that individual young people continue to develop their independence skills.

The programme should begin at around 12 years of age and should be completed by the time the young person moves into independence. If this is likely to be after the age of 18 then the speed at which the knowledge and skills are covered can be adjusted accordingly.

Those providing 24 / 7 care for our looked after children and care leavers are in the best position to support this programme and to show the progress young people are making. However there will be occasions when Social Workers, Leaving Care Personal Advisors or other support workers will take on a larger role due to the personal circumstances of the young people.

IRO's will have a key role in ensuring that our looked after children and care leavers develop the knowledge and skills they need as they move towards independence. In practice this means that the IRO's must monitor the Passport to Independence as it is being completed at each LAC Review to make sure that the young person is receiving adequate support.

For Relevant and Former Relevant young people, their Pathway Plan Review and Pathway Plan Progress Report must be used to monitor progress and the Scoring Grid can be used at these in the same way they would be at a LAC Statutory Review.

Sections in the Framework

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MANAGING MONEY

Scaling questions for use on scoring grid: With 10 being the young person budgets well, meets all financial commitments and saves when needed and 0 being that the young person is unable to manage their financial commitments

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 12 - 14 | Knows how the banking system works? | | | |
| | Knows about the best ways to save? | | | |
| | Knows about phone contracts and pay as you go including how much they cost? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 12 - 14 | Knows how to budget their income? (Pocket money / clothing allowance) | | | |
| | Knows how to pay for items and check any change they are given | | | |
| | Knows about the risks of gambling, including online gaming? | | | |
| 14 - 16 | Has a bank account and / or a savings account? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Is saving on a regular basis and / or for specific things? | | | |
| | Knows how to access any savings they may have | | | |
| | Knows the difference between a debit card and a credit card and the kind of problems they can cause? | | | |
| | Has a debit card? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 14 - 16 | Has a phone contract & knows how much it is? | | | |
| | Knows where their income will come from when they leave care and how much this will be? | | | |
| | Knows how to budget their income? (pocket money / personal allowance / clothing allowance / wages from part-time job) | | | |
| | Knows the difference between necessities and luxuries | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows about the Welfare Benefits system in the UK? | | | |
| | Knows how to use the internet to find the cheapest quotes for things they want to buy? | | | |
| | Knows how to buy things safely online? | | | |
| | Knows how to keep their financial information safe online? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 14 - 16 | Understands their right to return goods both in person and online? | | | |
| | Knows about the risks of financial exploitation from friends and family? | | | |
| 16 - 18+ | Is able to budget their income including paying for their mobile phone. (Includes personal allowance / clothing allowance / 16 – 19 education bursary / wages) | | | |
| | Has a savings account or similar? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Knows about mortgage related ISA's | | | |
| | Knows where to get financial advice about compensation & inheritance if appropriate? | | | |
| | Knows what Direct Debits & Standing Orders are and how to set them up | | | |
| | If they have a credit card they use it appropriately? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Uses the internet to find the cheapest prices for things they want to buy, (includes food, clothes, household wares, holidays etc. | | | |
| | Knows how much bus, coach & train tickets cost and how to book in advance to get the best deals? | | | |
| | Understands the importance of keeping receipts safe and does this on a regular basis? | | | |
| | Knows how to recognise when they are getting into debt and who to go to for advice? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Returns goods both in person and online when necessary? | | | |
| | Knows who they can go to for advice about benefits and / or how to apply for them? | | | |

HEALTHY LIFESTYLES

Scaling questions for use on scoring grid: With 10 being that the young person has adopted a healthy life style and seeks support appropriately when needed and 0 being that the young person does not look after their physical and emotionally well-being

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 12 - 14 | Knows why personal hygiene is important and they keep themselves clean? | | | |
| | Knows what a healthy balance diet is | | | |
| | Knows what organic food is | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|---------|--|---|--|-----------------------------------|
| 12 - 14 | Knows why regular exercise is important | | | |
| | Knows about the dangers of eating too much, drinking alcohol, taking drugs and smoking | | | |
| 14 - 16 | Knows how to make appointments with a doctor, dentist and opticians when necessary | | | |
| | Knows what parts of their body they need to check regularly and why | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Understands what medication is needed to treat common ailments | | | |
| | Knows how to treat minor cuts and burns | | | |
| | Has planned healthy meals | | | |
| | Exercises regularly and knows what to do to relax | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 14 - 16 | Knows the best coping strategies for when they are feeling down or stressed. | | | |
| | Understands the difference between healthy / unhealthy and safe / unsafe relationships | | | |
| | Understands why they need to protect themselves and their privacy online and that sharing explicit images of themselves could have legal implications | | | |
| | Knows who to ask about relationship issues | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 14 – 16 | Knows about the morning after pill and contraception in general | | | |
| | Knows about sexually transmitted infections and how to practice safer sex | | | |
| | Knows who to talk to about alcohol, drug and cigarette addictions | | | |
| | Knows who they can talk to if they are feeling down, worried or depressed | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Takes appropriate medication correctly if they need to treat common ailments | | | |
| | Treats minor cuts and burns correctly if required | | | |
| | Knows when an ailment needs emergency treatment and where to access this | | | |
| | Makes appointments at the doctors, dentist and / or opticians when necessary | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Knows how to register with a doctor and / or a dentist | | | |
| | Has bought the ingredients for and safely cooked a range of healthy meals | | | |
| | Knows where to get advice about becoming or being a parent | | | |
| | Recognises the needs and strengths of others as well as their own | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Protects themselves and their privacy online and does not share explicit images of themselves | | | |

EDUCATION, TRAINING AND EMPLOYMENT

Scaling question for use on scoring grid: With 10 being that the young person is clear about their future career plans and is following them and 0 being that the young person is currently NEET and has no plans in place to change this

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|---------|---|---|--|-----------------------------------|
| 12 - 14 | Has an understanding of the kinds of jobs there are in their local area | | | |
| | Has started to think about what GCSE subjects they will need to do | | | |
| 14 - 16 | Knows what kind of job or career they would like and what qualifications and skills they will need to get the job they want | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|---------|---|---|--|-----------------------------------|
| 14 - 16 | Knows why they have a National Insurance Number and the importance of keeping it safe | | | |
| | Has a National Insurance Number | | | |
| | Knows where they can get career advice | | | |
| | Knows where to look for education and training courses | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows where to look for Apprenticeship and job vacancies | | | |
| | Knows how to write a CV | | | |
| | Knows where to go for help with writing a CV | | | |
| | Knows how to complete a college / job application | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows what to wear for a college / job interview | | | |
| | Knows about their transport options to get to & from college or work including any local transport schemes | | | |
| | Knows what to do if somebody is treating them unfairly at college or work | | | |
| 16 - 18+ | Knows what the minimum wage is | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Knows where to get help with writing applications | | | |
| | Knows where to get help with interview preparation | | | |
| | Has an up to date CV | | | |
| | Has suitable clothing for a college / job interview | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Knows about the benefits of volunteering and where to find volunteering opportunities | | | |
| | Has applied for college courses / Apprenticeships or work | | | |
| | Has been to education / job interviews | | | |
| | Knows what is expected of them as a student / employee | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Uses computers and the internet confidentially | | | |

HOUSEKEEPING AND ACCOMMODATION

Scaling question for use on scoring grid: With 10 being that the young person has suitable long term accommodation which feels like their home and 0 being that the young person has no housekeeping skills and no interest in acquiring suitable, sustainable accommodation

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 12 - 14 | Knows how to care for their own clothes | | | |
| | Knows about health and safety in the kitchen | | | |
| | Knows why it's important to recycle | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 14 - 16 | Knows about different ways of saving money on energy bills | | | |
| | Knows why it's important to have smoke and carbon monoxide alarms | | | |
| | Knows why insurance is important | | | |
| 14 - 16 | Knows what a landlord is and what a tenant is? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 14 - 16 | Knows the difference between having a mortgage and living in private rented accommodation or social housing | | | |
| | Knows why house sharing can be a good option when moving into independence | | | |
| | Understands what it means to be a considerate neighbour | | | |
| | Knows what household bills are, and the consequences of not paying them on time | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Recycles household rubbish with support | | | |
| | Understands the different kinds of dates found on food and what they mean | | | |
| | Regularly cleans own bedroom (with or without support) and helps with other cleaning tasks around the home | | | |
| | Knows how to deal with practical problems e.g. shower leak, dripping tap, a power cut, gas leak | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows how to check carbon monoxide & smoke alarms? | | | |
| 16 - 18+ | Knows about the different kinds of accommodation available to them when they turn 18, including Staying Put. | | | |
| | Knows what a tenancy agreement is | | | |
| | Knows what a tenant and a landlords responsibilities are | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Has viewed different housing options | | | |
| | Knows about the range of tenancy courses available and the benefits of completing one | | | |
| | Knows how they will be paying their rent and utility bills | | | |
| | Knows how to take meter readings and pays utility bills on time if required | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Knows what items / furniture they will need to set up their own home and how much it might cost | | | |
| | Knows how to do things like change a light bulb, paint a wall, put together flat-pack furniture, put up a shelf etc.? | | | |
| | Washes and dries own clothes, bed linen & towels and when required irons items safely | | | |
| | Cleans own room without support and regularly helps with other household chores including cleaning the kitchen and bathroom | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Can cook a range of basic healthy meals | | | |
| | Demonstrates that they can budget their money without getting into debt | | | |
| | Recycles household rubbish without support | | | |
| | Knows who will be there to support them when they move to the Leaving Care team | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 16 – 18+ | Has thought about how they would deal with being lonely if this is the first time they will be living alone | | | |

GENERAL LIFE SKILLS

Scaling question for use on scoring grid: With 10 being that the young person is a confident and sociable individual and 0 being that the young person struggles in the community and in social settings

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|---|---|--|-----------------------------------|
| 12 - 14 | Can ride a bike safely and has the appropriate safety equipment e.g. lights etc. which is in good working order | | | |
| | Understands why good time keeping is important | | | |
| | Has the confidence to tell others their point of view when appropriate | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 12 - 14 | Has a good attitude when dealing with other people | | | |
| | Has good friends who they trust and see regularly | | | |
| | Understands the risks of sharing personal information with people they don't know online | | | |
| 14 - 16 | Maintains a bike and all necessary safety equipment with support | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Arrives on time for appointments when reminded e.g. doctors appointment, meeting their social worker, education or job interview | | | |
| | Can plan bus, coach or train journeys by reading timetables | | | |
| | Finds it easy to sort things out with other young people if they disagree with them | | | |
| | Knows how to deal with personal problems e.g. falling out with a friend or a family member or sexual relationships? | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|---|---|--|-----------------------------------|
| 14 - 16 | Attends out of school activities on a regular basis and enjoys going | | | |
| 16 – 18+ | Maintains a bike and all safety equipment without support | | | |
| | Arrives on time for appointments without being reminded e.g. doctors appointment, meeting their social worker, education or job interview | | | |
| | Understands the costs involved in running a moped, scooter or car | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 16 – 18+ | Understands the consequences of driving without a licence | | | |
| | Demonstrates that they are able to stick up for themselves in difficult situations | | | |
| | Knows how to get a replacement birth certificate, driving license or passport if they need to? | | | |

BEING A CITIZEN AND LEGAL ISSUES

Scaling question for use on scoring grid: With 10 being that the young person actively researches their rights and uses them when necessary and 0 being that the young person has no understanding of their rights or the law

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows at what ages they can: Drive, have sex, join the army, get married | | | |
| | Knows what they have to do to be able to vote and understands the impact politics has on their everyday life | | | |
| | Knows what laws are there to protect us all | | | |

| Age | | How do we know this? (Give examples of when / how the young person has demonstrated they have this knowledge or skill) | Who gave these examples & when? | What needs to happen next? |
|-----------------|--|---|--|-----------------------------------|
| 14 - 16 | Knows their rights as a care leaver | | | |
| 16 – 18+ | Knows which organisations to contact for help if they get into legal trouble | | | |
| | Knows their rights if they are arrested | | | |
| | Knows how to contact a solicitor or appropriate adult if they need one | | | |