



# **Always Hope**

**Supporting young adults with  
experience of care and custody**

## **Integrated Planning and Assessment Manual**



# About Always Hope

**Always Hope supports young men (aged 18-25) with care leaver status in prison and on release to improve their chances of rehabilitation and create a positive future.**

This new innovation brings practitioners from prison, probation and leaving care services together with young men in prison with care leaver status, to integrate their support. The details needed to implement this strand of Always Hope - known as 'Integrated Planning and Assessment' (IPAA) are explained in this handbook.

Always Hope also supports young adults to build a personal support network. Through a service such as Lifelong Links or Group Conferencing, the young adult identifies a sustainable network who will offer coordinated support while in prison and on release. This approach (and how it integrates with IPAA) is also explained in this handbook.

Always Hope began as a partnership project between His Majesty's Prison and Probation Service, the National Probation Service, Birmingham, Coventry and Wolverhampton local authorities, Prison Reform Trust, National Leaving Care Benchmarking Forum, Care Leavers Association and Barnardos. The innovations have been have been piloted in the West Midlands with young men from West Midlands local authorities in HMP Brinsford and HMP Swinfen Hall.

The project is led by Innovation Unit and delivered in partnership with Family Rights Group. Piloting was funded by Esmée Fairbairn Foundation, Barrow Cadbury Trust and Ministry of Justice (Local Leadership and Integration Fund).

#### Funded by:



#### Led by:



To find out more visit [Innovation Unit](#) or email [jessie.ben-ami@innovationunit.org](mailto:jessie.ben-ami@innovationunit.org)

# Always Hope

## Integrated Planning and Assessment Manual

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## Introduction

# The context

**Care experienced young adults (18-25 years old) are overrepresented in the prison system. Approximately 25% of all adult prisoners have had experience of care, compared to 1% of the general population. The majority (63%) of children entering the care system have experienced abuse or neglect and the impact of this can be exacerbated by their experience of being in care, as the care system itself, as well as any past trauma can have a profound impact on the young adults.**

It is not true that care is a 'road to prison' (94% of young people in care do not commit crime).

However, it is true that young people being in care are particularly vulnerable to the risk factors linked to offending, criminalisation, imprisonment and reoffending (Lord Laming 2016).

There is a proven correlation between maintenance of family relationships and reduced reoffending. However, many care leavers lack family support and other positive relationships, and as such are more vulnerable to negative social networks such as gangs and unhealthy, exploitative relationships - increasing their risk of getting involved in crime.

“

Overwhelmingly, the biggest issue raised by care leavers was one of isolation and loneliness: and the difficulty navigating the way through their late teens and early twenties without a strong and stable network to support them. ”

'Keep On Caring: Supporting Young People from Care to Independence', 2016



## Introduction

# Our anti-racist approach

### **We define anti-racism as:**

**The recognition that we are all conscripted into the maintenance of racism, which seeks to exploit, marginalise and oppress populations of people based on their racial, cultural or ethnic identities, using systems, institutions, organisations and people themselves.**

**Anti-racism thus requires an active commitment to dismantle the tools racism employs for its maintenance and to build a world where liberation for the marginalised population is possible.**

The experience of racism in both the social care and criminal justice systems can have a profound impact on people of colour who come into contact with these systems. Divisions between black prisoners and white prison staff exist throughout the prison system, leading to incidents of racial discrimination and a lack of understanding of experiences (HMIP, 2022). In social care, black, Asian and minority ethnic (BAME) people are overrepresented in the care system, and often experience worse outcomes. ([Kirton, 2016](#))

The rate of people of colour care leavers who come into contact with the criminal justice system is higher than white care leavers ([Colbridge, 2017](#)).

Always Hope is committed to an anti-racist approach, and we have been working to incorporate this approach into all our resources. You will find examples of spaces to consider the impact of systemic racism in the lives of the young people receiving support through Always Hope throughout this manual.

We understand that anti-racism is a long process, and in the meantime, we recognise and will make visible how racism exists in this work, and we will include processes and actions in our approach that will minimise the effects of racism on the young people receiving support provided by our offer.

## Introduction

# Who is involved in Always Hope?

**YA**

### Young adult men

with experience of care and custody

(Referenced from now on as young adults or YA)

Aged 18–25

Currently serving a prison sentence

Has care leaver status

**LL**

### Lifelong Links Coordinator

**GC**

### Group Conference Coordinator

As part of the Always Hope support offer, the young adult is offered the chance to work with a coordinator who specialises in connecting people with their personal support network, such as a Lifelong Links Coordinator or a Group Conference Coordinator.

These coordinators are responsible for supporting young adults to identify people in their lives that they would like to bring together to provide them with coordinated support whilst they're in prison and on release.

The coordinator works independently from the team of statutory service practitioners, but may join integrated meetings and contact the team around the young adult to gain information relevant to their work.

**PA**

### Personal Advisor

from local authority leaving care teams

Practitioners from prison, probation and leaving care services work together with young adults to integrate their support, help them build supportive social networks and enable rehabilitation.

**POM**

### Prison Of ender Manager

from the prison the young adult currently resides in

These practitioners come from services with different focuses and approaches. This handbook provides guidance on how practitioners can meet their statutory duties, while working together to support the young adult in a trauma-informed way that focuses on their strengths and aspirations, risks and vulnerabilities.

**PP**

### Probation Practitioner

from the probation team in the area the young adult will be released to

## Introduction

# Always Hope at a glance



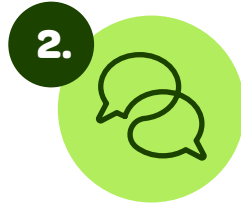
### 1. Identification

A young adult serving a prison sentence discloses their care-leaver status to someone in the prison or probation service

Or a care-leaver's Personal Advisor (PA) discovers the young adult they support has gone to prison

#### Note:

They could disclose their care experience to someone else, in which case, the practitioners named above should be informed.



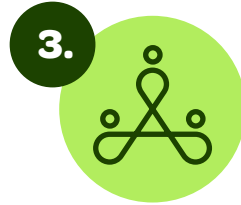
### 2. Making Contact

The relevant practitioner contacts the young adult to:

- Tell them about Always Hope
- Gain consent to contact the other practitioners working with the young adult

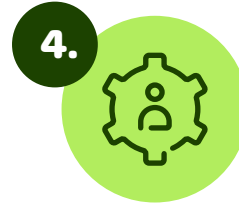
#### Note:

Who the relevant practitioner is will depend on the timing of identification and the length of sentence.



### 3. Forming a Team

With the young adult's consent, their Prison Offender Manager (POM), PA and Probation Practitioner (PP) get in contact with each other and form a team around the young adult. They pool their knowledge of the young adult and agree a plan for when they come together with them.



### 4. Integrated Support in Custody

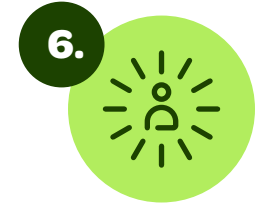
The young adult receives integrated support from prison, and local authority practitioners until resettlement planning begins. The PP will join the team to lead on integrated resettlement planning. This includes the practitioners working together with the young adult to develop one plan for their future.

The young adult strengthens their personal support network through participating in a service such as Lifelong Links or a Group Conference.



### 5. Integrated Plans

Plans for the young adult's sentence (long sentences only) and resettlement (all sentences) are developed with the team around the young adult with a clear lines of accountability for which practitioner is responsible for implementing and reviewing different elements of the plan.



### 6. Integrated Support in the Community

The young adult's PP and PA coordinate their work to support the young adult in fulfilling their resettlement plan.

Their personal support network will play a key role in helping them complete their community sentence.



## Introduction

# Key principles underpinning the Always Hope approach

### To effectively offer support we must:



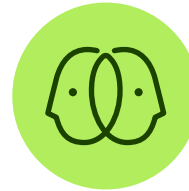
Improve systems for identifying care leavers as early as possible, as this is crucial for maximising support.



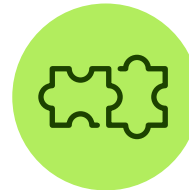
Listen to care experienced young adults, and put them at the centre of all decision making and service provision.



Ensure that practitioners from different services are clear about each others roles and responsibilities and that the young men are clear on who is responsible for offering what type of support and when.



Hold a shared understanding and plan for addressing the care experienced young adult's strengths, needs, risks and vulnerabilities.



Ensure that a collaborative, joined up approach to supporting and planning with the young adults is in place during resettlement planning and after their release from custody.



Consider risk holistically and calculate best interests, risk to self (harm or exploitation) and risk of reoffending.



Ensure that **racism is actively recognised** as having a profound impact on the lives of many of the young adults, including the role the social care and criminal justice systems have had in perpetuating this inequality.

# Roles and responsibilities

## **PA** Personal Advisor

### **Role**

**The role of the Personal Advisor is to support young adults who are leaving care to transition into independence confidently and smoothly.**

**The PA supports the young adult to develop life skills which will help them progress in life and achieve their aspirations. This support can continue up until the young adult is 25.**

**The specific support a PA can offer depends on their local authority's 'local offer'.**

### **Contact with the young adult**

PAs keep in touch with the young adults through regular in-person visits (at least every 8–12 weeks). If the young adult is serving a prison sentence, these visits take place in the form of legal visits, or, if the local authority and prison have agreed, social visits. Social visits are beneficial as the young adult the young adult is able to find out who the visitor is (in comparison to a legal visit, where that information is harder to find out.)

### **Plans PAs are responsible for**

PAs are responsible for updating the young adult's Pathway Plan whenever there is a significant change in circumstances (at least every 6 months).

# Roles and responsibilities

## **POM** Prison Offender Manager

### **Role**

**The role of the Prison Offender Manager is to build effective, appropriate and supportive relationships with young adults in prison, with the aim of reducing reoffending.**

### **Contact with the young adult**

POMs keep in touch with the young adults as and when support is required. There are also supervision sessions – the regularity of which depends on the needs and risk level of the young adult.

Prisoners are also allocated a key worker - a prison officer who meets and supports them on a weekly basis, and liaises with the POM if there are any issues that need their attention.

### **Plans POMs are responsible for**

- OASys assessments with the young adult during sentence planning
- Reviewing the OASys with the young adult before the POM/COM handover



# Roles and responsibilities

## **PP** Probation Practitioner

### Role

The role of the Probation Practitioner is to enable public protection, safeguarding and a reduction in reoffending, by promoting change and positive outcomes through supporting access to the help they need to stop reoffending. The Probation Practitioner offers practical and emotional help during the license period.

### Contact with the young adult

PPs keep in touch with the young adults at least once a week, when they are in the community. There are no mandatory contact levels when the young adult is in custody.

### Plans PPs are responsible for

- Pre sentence reports
- OASys assessments during resettlement planning
- Parole Reports

“ So basically, everyone is chipping in and I’ll take it all. ”

Young adult talking about Always Hope’s support

# Roles and responsibilities



## Lifelong Links Coordinator

### Role

**The role of the Lifelong Links Coordinator is to support young, care experienced people to reconnect with family, friends, professionals, previous carers or anyone that is important to that young adult, including those that they have lost contact with. The work starts in prison, enabling support to continue on release.**

### Contact with the young adult

LLCs keep in touch with the young adults face to face every 4–6 weeks to complete direct work, and young people can contact their Lifelong Links worker by phone should they need to in between direct visits.

### Plans LLCs are responsible for

The young adult's voice and involvement is always at the centre of the work. They lead on what they would like to achieve from a Lifelong Links offer and are completely involved and consulted at every stage.

# Roles and responsibilities

**GCC**

## Group Conference Coordinator

### Role

**The role of the Group Conference Coordinator is to work with families, bringing together their support network to have a family led meeting where a family plan of support can be created. This can be to support parents in caring for children, to identify alternate carers within the support network, to help children return home from care or to create plans of contact between children and parents. Some Group Conference Coordinators are trained in mediation and can complete mediation work to rebuild relationships within families.**

### Contact with the young adult

The frequency that GCCs have contact with the young people and how involved they are depends on a variety of factors such as the age of the children and the type of work that is needed. This varies with each referral and for some they may have a small amount of contact and for others they would have much more contact.





## **Identification, first contact and gaining consent**

**A care-experienced young adult in prison could self disclose their care experience or be identified by someone in the prison, in the local authority or in probation.**

**The following pages outline the process of identification and first contact from the perspective of the Personal Advisor, Prison Officer Manager and Probation Practitioner.**

## The Personal Advisor's Role

**Care-experienced young adults make up approximately 25% of the prison population. For various reasons, young adults do not always disclose their experience of care to prison staff, meaning they can't access the specific support they are entitled to.**

If a PA knows that a young adult they support has been given a prison sentence (or is expecting to receive one), they should contact them and explain to them the aims of the Always Hope support offer and how it can help them. If the young adult is interested in the offer, and gives permission for their PA to disclose their care experience to their POM, the two practitioners can begin coordinating their support.

**What do you do if you know of a care experienced young adult in prison?**

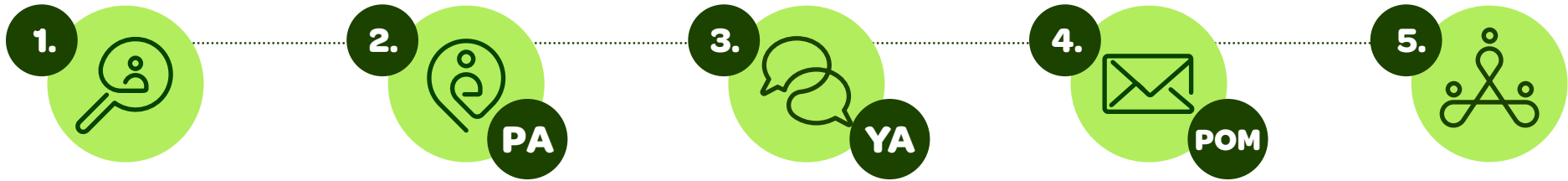
On the next page is an outline of the identification process from the local authority's perspective. It is relevant for PAs and other local authority staff who become aware that a care-experienced young adult is in prison.

“

It's strengthened my view on the importance of relationships, and also the message that we give to the service and to PAs that once, when people go into custody, they're not to be forgotten, you know they still need support. ”

LA manager

# The Personal Advisor's Role



## 1. Someone working in the local authority finds out a care-experienced young adult is in prison

Whoever becomes aware of the young adult's prison sentence should inform their Personal Advisor, who will initiate the following process with the desired aim of contacting the young adult's Prison Offender Manager.

## 2. PA locates the young adult

If the PA doesn't know which prison the young adult is in they can locate them using the Prisoner Finder service:

[www.gov.uk/find-prisoner](http://www.gov.uk/find-prisoner)

## 3. The PA contacts the young adult in prison

This should happen as soon as possible after the young adult has been identified, tell them about the Always Hope support offer and gain consent to tell their Prison Offender Manager about their care experience.

If the young adult wants to engage in Always Hope support, they give their written consent for their PA to contact their POM.

If the young adult does not want Always Hope support at this time, their PA may offer IPAA to them at another point, e.g. every 3 months. The offer is always open.

## 4. PA locates the young adult's POM

By emailing the Prison Offender Management Unit inbox as soon as possible after identification with the young adult's consent.

If there is no response the Personal Advisor should contact the Operational Lead for Care Experienced People in Custody, currently this is Debbie McKay: [debbie.mckay1@justice.gov.uk](mailto:debbie.mckay1@justice.gov.uk)

## 5. Practitioners from the prison and the local authority form a team around the young adult

The young adult's Personal Advisor and Prison Offender Manager are in contact and can begin offering integrated support.

**See page 21 for what happens next**

# The Prison Offender Manager's Role

The prison service can't always access data on whether people serving prison sentences have experience of care.

**This means:**

- Many care leavers could be missing out on support they are entitled to
- The support they are getting may not take into account their specific strengths, needs, risks and vulnerabilities

There are opportunities for young adults to disclose their experience of care in prison, for example during an OASys Assessment or a meeting with a key worker (a prison officer who has regular contact with the young adult on the prison wings).

If someone in the prison knows a young adult has experience of care (and matches the other eligibility criteria), they should contact their POM, who will explain the aims of Integrated Planning. If the young adult is interested and consents to their POM contacting their PA (or having one allocated for them), the two practitioners can begin coordinating the support they offer.

**What do you do if you know of a care experienced young adult in prison?**

On the next page is an outline of the identification process from the prison. It is relevant for POMs and other prison staff who become aware that a care-experienced young adult is in prison.

“ It gave a good insight to... what support services they can offer, how we can actually work together... I definitely would feel comfortable working with every single person that was in the room. ”

Prison Offender Manager  
(during an Always Hope Learning and Development Day)

# The Prison Offender Manager's Role



## 1. Someone working in the prison finds out a young adult is care-experienced

Whoever becomes aware of the young adult's care experience informs their Prison Offender Manager, who will initiate the following process with the desired aim of contacting the young adult's local authority.

## 2. The POM meets with the young adult

This should happen as soon as possible after young adult has been identified, tell them about the Always Hope support offer and gain consent to tell their POM about their care experience.

If the young adult wants to engage in Integrated Planning and Assessment they give their written consent for their POM to contact their PA.

If the young adult does not want to engage in Integrated Planning and Assessment at this time their POM may offer IPAA to them at another point, e.g. every 3 months. The offer is always open.

## 3. POM locates the young adult's PA

The young adult may not know how to contact their PA.

They may want to reconnect with the Leaving Care service, or connect for the first time.

In this case, the POM should find out the young adult's place of birth and contact that local authority.

## 4. The POM contacts the local authority

The POM should locate the young adult's Personal Advisor as soon as possible after identification with the young adult's consent.

If they are unable to reach their PA or the Duty Personal Advisor, they should contact the Leaving Care Team Manager. Contact details for many different Local Authority Leaving Care Teams can be found on the Care Leaver Local Offer website:  
[www.careleaveroffer.co.uk](http://www.careleaveroffer.co.uk)

## 5. Practitioners from the prison and the local authority form a team around the young adult

The young adult's PA and POM are in contact and can begin offering integrated support.

See page 21 for what happens next



# The Probation Practitioner's Role

**Through engagement with the Always Hope Project, we expect to see more Probation Practitioners (PP) learn about a young adult's care experience through practitioners who are already working with them (as, ideally, they will have already been engaging in Always Hope before the PP is assigned).**

However, it is possible that the young adult will disclose their care experience to their PP for the first time, and they will be the professional who explains the support available to them and reaches out to other practitioners. For this reason we have included the below outline on identification and engagement process from the PP's perspective.

“

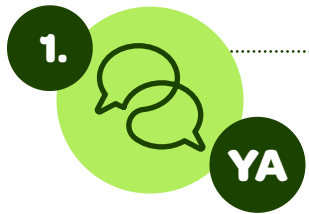
Coming together as a team to support this young man as he prepares for his release has given us all a much better chance to support him with what he needs, as we can keep him and each other up to date on his progress. I look forward to working with all of them together in the future.

”

Probation Officer



# The Probation Practitioner's Role



## A young adult tells their PP they are a care leaver

The PP speaks to the young adult as soon as possible after young adult has been identified:

To tell them about the Always Hope support offer.

To gather consent to tell their POM and PA that they have consented to Always Hope support.

If the young adult wants to engage in Integrated Planning and Assessment and give their consent for their PP to contact their Personal Advisor.

If the young adult does not want to engage in Integrated Planning and Assessment at this time, their PP may offer IPAA to them at another point, e.g. every 3 months. The offer is always open, including in the community.



## PP locates the relevant local authority

The young adult may not know how to contact their PA.

They may want to reconnect with the Leaving Care service, or connect for the first time.

In this case, the PP should find out the young adult's place of birth and contact that local authority.

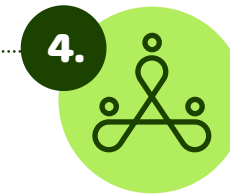


## PP contacts the local authority to locate the young adult's PA

This should happen as soon as possible after identification with the young adult's consent.

If they are unable to reach the Duty Personal Advisor, they should contact the Personal Advisor Team Manager. Contact details for many different Local Authority Leaving Care Teams can be found on the Care Leaver Local Offer website:

[www.careleaveroffer.co.uk](http://www.careleaveroffer.co.uk)



## Practitioners from the probation, prison and the local authority form a team around the young adult

The young adult's Probation Practitioner, Personal Advisor and Prison Offender Manager are in contact and can begin offering integrated support.

Other professionals also involved in supporting the young adult at this time may also be included in this process.

It is important that the practitioners take account of the young person's maturity levels when considering their approach to engaging them as personalised approaches are key in securing trust and engagement.

**See page 21 for what happens next**

## What happens next?

1.

### **The young adult is offered Integrated Planning and Assessment**

Practitioners from the prison, probation and leaving care services come together, first as a team to share information about the young adult and plan for their future, and then with the young adult to agree this plan with them; they identify where they can get support and who is responsible for delivering that support. Actions will be set and reviewed in due course.

2.

### **The young adult is offered support to build a personal support network**

The young adults identify a sustainable personal network who will offer coordinated support while in prison and on release.

These two offers are separate but integrated, and most effective when both are offered. The practitioner coordinating the personal support networks work independently from the statutory service practitioners, however integrated working can be of great benefit to the young adult and is encouraged where appropriate.

These two processes are led by the young adult, meaning it will look different on an individual basis. Ideally they will want to engage with IPAA as well as support building a personal network, however refusing one strands does not make them ineligible for the other.

The young adult may engage with the two offers at different times, for example beginning Integrated Planning And Assessment before they start working with a Lifelong Links or Group Conference service.

They may decide they don't want to engage with Lifelong Links or Group Conference services, but still want the three statutory services to offer integrated support. All these options are possible and acceptable.



Integrated Planning and Assessment

## **Step-by-step guide**



Step-by-step guide

# Integrated Planning and Assessment

**Integrated Planning and Assessment (IPAA) is a new approach that brings together practitioners from Prisons, Probation and Local Authorities to form a professional support network around 18-25 year olds, with care leaver status, serving prison sentences and on release.**

Whether in the sentence planning stage (led by the Prison Offender Manager) or the resettlement planning stage (led by the Probation Practitioner) of a young adult's prison sentence, the purpose of Integrated Planning and Assessment is to support practitioners in working together to form coordinated plans with the young adult, that are based on consistent information and work towards the same goals.

The following pages outline the stages of Integrated Planning and Assessment.

**There are different flows depending on the length of the young adult's sentence:**

1. Short sentences (custodial sentences under 10 months)
2. Long sentences (custodial sentences over 10 months)

## Integrated Planning and Assessment

# For young adults serving sentences under 10 months



If the young adult has been given a custodial sentence of 10 months or less:

- They will not have a sentence plan
- They will begin resettlement planning at the start of the sentence
- Their Probation Practitioner will be allocated immediately

## Identification Phase

A care-experienced young adult serving a prison sentence has signed up to the Always Hope support offer.

Their Personal Advisor, Prison Offender Manager and Probation Practitioner have made contact with each other and can begin offering coordinated support.

## Resettlement Planning Phase

**The three practitioners form the team around the young adult.**

Whoever first identifies the young adult contacts the other practitioners to:

- To tell them about the Always Hope support offer
- To inform them of their role in Integrated Planning and Assessment
- To welcome them to the team around the young adult

### Integrated Planning Meeting

Coordinated by the Probation Practitioner

Practitioners form a shared understanding of the young adult and agree an approach and agenda for the integrated assessment.

**Timing:** In line with OMiC guidelines for allocation of the PP

**Team:**



**Timing:** : In line with OMiC guidelines for the handover meeting

**Team:**



The coordinator responsible supporting the development of their personal network is encouraged to join when appropriate

# For young adults serving sentences under 10 months



## Resettlement Planning Phase

### Integrated Resettlement Meeting with the young adult

Coordinated by the Probation Practitioner

Practitioners meet with the young adult to form a plan for resettlement that takes into account the young adult's strengths, needs, risks and vulnerabilities, taking account of their maturity level and the impact of their care experience

**Timing:** In line with OMiC guidelines for resettlement planning

**Team:**



### Statutory plans are updated

Plans are based on the same information and are consistent with each other

- The Probation Practitioner writes the Start Sentence OASys
- The Personal Advisor updates the Pathway Plan

- If the young adult has a plan for connecting with their personal support network, this will be included in the Pathway Plan update
- A date is set for when the plan will next be reviewed

## After Release

### Integrated support in the community

The young adult's Probation Practitioner and Personal Advisor coordinate their work to support the young adult in fulfilling their resettlement plan.

Their personal support network will play a key role in helping them complete their sentence

See [page 29](#) for details on integrated support in the community, including the Integrated Final Review

### Integrated Final Review

Coordinated by either the Personal Advisor or Probation Practitioner. Practitioners meet with the young adult to close their statutory plans and prepare for this change in support.

**Timing:** One month before the end of statutory support

**Team:**



### Young Adult finishes their sentence

The integrated resettlement plan and personal support networks developed through Always Hope support reduce their risk of reoffending and support them to have a better future.



## Integrated Planning and Assessment

# For young adults serving sentences over 10 months



If the young adult has been given a custodial sentence of more than 10 months:

- They will have a sentence plan and a resettlement plan
- Their Prison Offender Manager will lead on Integrated Planning and Assessment until the resettlement phase begins
- Their Probation Practitioner will take the lead on resettlement planning (after the integrated planning/handover meeting)

## Identification Phase

A care-experienced young adult serving a prison sentence has signed up to the Always Hope support offer.

Their Personal Advisor and Prison Offender Manager have made contact with each other and can begin offering coordinated support.

## Sentence Planning Phase

### Integrated Planning Meeting

Coordinated by the Prison Offender Manager

Practitioners form a shared understanding of the young adult and agree an approach for the integrated assessment.

**Timing:** Within 10 weeks of the young adult entering prison

**Team:**



### Integrated Assessment with the young adult

Coordinated by the Prison Offender Manager

Practitioners meet with the young adult and together they form a coordinated plan for their sentence.

**Timing:** Within 10 weeks of the young adult being sentenced (in line with OMiC guidelines)

**Team:**



### Statutory plans are updated

Practitioners meet with the young adult and together they form a plan for their sentence.

- The Prison Offender Manager updates the OASys
- The Personal Advisor updates the Pathway Plan

- If the young adult has a plan for connecting with their personal support network, this will be included in the Pathway Plan update
- A date is set for when the plan will next be reviewed

# For young adults serving sentences over 10 months



## Resettlement Planning Phase

### Probation Practitioner joins the team around the young adult

Prison Offender Manager and Personal Advisor contact the young adult's Probation Practitioner

- To tell them about the Always Hope support offer
- To inform them of their role in Integrated Planning and Assessment
- To welcome them to the team around the young adult

**Timing:** In line with OMiC guidelines for the start of resettlement planning

**Team:**



### Handover / Integrated Planning Meeting

Coordinated by the Probation Practitioner

Probation Practitioner takes over the case from the Prison Offender Manager. Practitioners form a shared understanding of the young adult and agree an approach for the integrated assessment.

**Timing:** In line with OMiC guidelines for the start of resettlement planning

**Team:**



### Integrated Resettlement Meeting with the young adult

Coordinated by the Probation Practitioner

Practitioners meet with the young adult to form a plan for resettlement that takes into account the young adult's strengths, needs, and recognises the impact of their care-experience.

**Timing:** In line with OMiC guidelines for resettlement planning

**Team:**



# For young adults serving sentences over 10 months



## Statutory plans are updated

Plans are based on the same information and are consistent with each other

- The Probation Practitioner writes the Start Sentence OASys
- The Personal Advisor updates the Pathway Plan

- If the young adult has a plan for connecting with their personal support network, this will be included in the Pathway Plan update
- A date is set for when the plan will next be reviewed

## After Release

### Integrated support in the community

The young adult's Probation Practitioner and Personal Advisor coordinate their work to support the young adult in fulfilling their resettlement plan.

Their personal support network will play a key role in helping them complete their sentence.

See [page 29](#) for details on integrated support in the community including the Integrated Final Review

### Integrated Final Review

Coordinated by either the Personal Advisor or Probation Practitioner

Practitioners meet with the young adult to close their statutory plans and prepare for this change in support.

**Timing:** One month before the end of statutory support

**Team:**



### Young Adult finishes their sentence

The integrated resettlement plan and personal support networks developed through Always Hope support reduce their risk of reoffending and support them to have a better future.

## Integrated Planning and Assessment

# In the community

**The young adult has now completed their custodial sentence and has been released back into the community.**

**They will now serve out the rest of their sentence on community license.**

- They will already have a resettlement plan, written by the Probation Practitioner in custody
- The Prison Offender Manager is no longer involved. The Probation Practitioner will lead on IPAA in the community
- The Probation Practitioner will lead on the IPAA until the young adult has reached the end of their sentence in the community

## Day of release

### At the gate

The young adult and their team should have already created a plan for the young adult's day of release.

The young adult is met at the gate by a named contact (While this might not be the Personal Advisor or the Probation Practitioner, the young adult and all practitioners should all be aware who is meeting them and how long they will be with them that day).

The young adult knows how to get to their probation meeting.

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### First meeting the Probation Practitioner in the community

The young adult meets with their Probation Practitioner at the probation office. If arranged at the resettlement planning meeting, the young adult's Personal Advisor should join this meeting too.

## First 15 days in the community

### Integrated Planning Meeting (if required)

Coordinated by the Probation Practitioner.

In the event that the team around the young adult have not been working together in custody, or have not yet had a planning meeting, one should be held to inform the Probation Practitioner's OASys update.

Practitioners form a shared understanding of the young adult and agree an approach and agenda for the integrated community assessment.

**Timing:** Within the first 15 days

**Team:**



## Integrated Planning and Assessment

# In the community

### First 15 days in the community

#### Integrated Community Assessment with the young adult

Coordinated by the Probation Practitioner

Practitioners meet with the young adult to form a plan for their time on license that takes into account the young adult's strengths, needs, and recognises the impact of their care-experience.

**Timing:** In line with OMiC guidelines for resettlement planning

**Team:**



#### Statutory plans are updated

**Timing:** 15 days after release

Plans are based on the same information and are consistent with each other.

- The Probation Practitioner writes the OASys update
- The Personal Advisor updates the Pathway Plan

- If the young adult has a Lifelong Links plan, or Group Conference plan, this will be included in the Pathway Plan update
- A date is set for when the plan will next be reviewed

### The rest of their sentence

#### Statutory plans continue to be updated

Whenever there is a significant event or change in the young adult's circumstances, statutory plans should be updated.

Probation Practitioner and Personal Advisor should keep each other informed of updates so they can jointly review and amend plans.

#### Integrated Final Review

Coordinated by either the Personal Advisor or Probation Practitioner.

Practitioners meet with the young adult to close their statutory plans and prepare for this change in support.

**Timing:** One month before the end of statutory support

**Team:**



#### Young Adult finishes their sentence

The integrated resettlement plan and personal support networks developed in the Always Hope support offer reduce their risk of reoffending and support them to have a better future.



Integrated Planning and Assessment

## **Practice Guidance**



# Integrated Planning Meeting

## The purpose of the Integrated Planning and Assessment meetings are twofold:

1. To build a relationship with the young adult and include them in the development of their statutory plans, so they are at the centre of the plans and knows who is responsible for offering them what type of support.
2. To gather the relevant and comprehensive information for practitioners to complete their statutory requirements (e.g. filling out the Pathway Plan, OASys plan). Through integrated planning meetings, practitioners will be able to share more information on the young adult's history, aspirations, personality, maturity levels, attitudes and behaviours with one another, which help inform the plans with all the aligned and relevant information.

Practitioners should take a strengths based and trauma informed approach to these meetings and to working with the young adult. This means creating space in the meetings, through the environment, agendas and the way questions are asked, so that the young adult feels able to talk about what they want and need, and the plans developed take account of the young adult's strengths, needs and vulnerabilities, as well as their risks.

The following protocols and agendas are to give practitioners prompts on what is useful to discuss in these meetings. However, they are for guidance only. In reality, the meetings should focus on the most important and relevant topics for discussion. In particular, topics that are most important to the young adult should be given extra focus. Make sure time is taken for ask the young adult what they want to discuss during the meeting.

As part of these meetings, practitioners should take an anti racist approach. This means considering the impact racism might have had on the life of the young adult in question, including the role the social care and criminal justice systems have had in perpetuating this inequality, and what that means for the way they will approach these meetings.

## Practice Guidance

# Integrated Planning Meeting

## Sentence and Resettlement Planning

In an Integrated Planning Meeting, practitioners meet with one another to share information about the young adult and plan for either their sentence or their resettlement (depending on length and point in time in their sentence) that takes into account the young adult's strengths, needs and recognises the impact of their care-experience.

### Who is responsible for convening an Integrated Planning Meeting?

The Prison Offender Manager is responsible for organising the sentence planning meeting.

The Probation Practitioner is responsible for organising the resettlement planning meeting.

### What are the criteria for convening an Integrated Planning Meeting?

A young adult in the prison has been identified as eligible for IPAA.

They have given their informed consent for integrated meetings to take place.

The team around the young adult are in contact with each other.

### When should the meeting take place?

The sentence planning meeting should take place within 10 weeks of the young adult being sentenced, in line with OMiC guidelines.

The timings of the resettlement planning and pre-release stage of a prison sentence depend on the specific details of the young adult's case.

The Resettlement Planning Meeting should take place as early as possible in the resettlement planning phase of the custodial sentence, in line with OMiC guidelines.

### Where should the meeting take place?

It is not necessary for the planning meeting to take place in person, it could take the form of a conference call or a video call.

### What are the outcomes of this meeting?

The team around the young adult have met, pooled information and exchanged details.

Each practitioner has the opportunity to explain their relationship with the young adult and their plans for them.

The practitioners have agreed a trauma informed approach for engaging the young adult during the integrated assessment.

### Who attends an Integrated Planning Meeting?



Probation Practitioner  
(Chair if present)



Prison Offender Manager (Chair  
if no PP has been assigned)



Personal Advisor



Lifelong Links coordinator /  
Group Conference coordinator

# Agenda 1: Sentences under 10 months

The following agenda applies to Integrated Planning Meetings where the young adult is serving a short sentence. In short sentences, a Probation Practitioner is allocated immediately and leads the Integrated Planning and Assessment.

## 1. Connect as a Team

**Introductions:** Who is in the room? Create and complete [team contact form \(page 62\)](#)

## 2. Understanding the young adult we are here to support

The following prompts should help practitioners view the young adult in their entirety and inform their approach to engaging them in the meeting and moving forward.

- Practitioners should come prepared to share what they know of the young adult.
- The **Prison Offender Manager** could share insights from the young adult's file, including existing OASys plans from previous sentences, and ensure the other practitioners understand how they have managed during their time in prison up until this point.
- The **Personal Advisor** could share insights from existing Pathway Plans, sharing the young adult's care journey to help understand how they are acting and feeling now, and how they were feeling and behaving prior to going into custody.
- The **Probation Practitioner** could share insights from the Pre-Sentence Report and any existing ASET plans.
- In particular, the **Probation Practitioner** could share the young adult's justice journey including their risks of re-offending and any work previously undertaken to help them turn away from crime.

### 2a. Consider the young adult's care journey

**Use these questions to think about the impact of early trauma, broken relationships and the potential lack of trust with professionals and families. What do we know about the key events in the young adults life to date, what is our understanding of their care journey?**

1. How are the young adult's experiences both before and whilst being in care likely to have impacted on them? (e.g. their aspirations for the future, their trust in professionals)
2. How might the experiences still be impacting on the young adult's behaviour, thoughts and feelings?

# Agenda 1: Sentences under 10 months

## 2b. Consider the young adult's history of offending, risk of harm and reoffending

**What do we know about their justice journey, what offences have they committed (including any committed in the past and any they have committed while in custody) and what sanctions did they receive?**

1. What have been the triggers for their offending e.g. peer pressure, drug misuse?
2. What is their perceived risks of offending? Are they seen as posing a risk of harm to themselves or to others?
3. What has worked well in engaging this young adult?

**Consider the young adult's identity, especially their race**

1. How might the way their race, the way they perceive themselves through this lens, and the way they have been perceived by others, have affected their journey through the social care system and impacted their history of offending?
2. You can also consider how other aspects of their identity, such as gender, sexuality, ability, class and citizenship, might have impacted their history up to now.

## 2c. Consider the young adult's current situation

1. How do you think they feeling right now?
2. What are their immediate needs?
3. Who is in their life right now to support them? - both in a professional and personal capacity?
4. How would you assess their maturity levels – can they manage their emotions, take responsibility for their actions and have some perspective on their situation and consequences? How might you tailor your support in light of this?
5. Do they find it hard to concentrate? How might this impact your plans to support them?
6. What plans are already in place to support a reduction in reoffending and improved wellbeing?

# Agenda 1: Sentences under 10 months

## 2d. Consider the young adult's sentence/resettlement plans

1. What are they good at?
2. What do they enjoy doing? How can we support them to engage in these activities while they are in prison and when they have been released?
3. Have there been periods where they have been stable?
4. What was their life like at that time and how can we get them back there?
5. Who in their personal and professional networks can help support them while they are in prison/when they are released?

## 3. Making an agenda for the Integrated Assessment

The purpose of this section of the meeting is to agree the agenda for the meeting with the young adult.

### 3a. Objective setting and release plans

The planning discussion should help to reach an agreement on objective setting and release plans, including:

- Accommodation, supervision interventions and licence conditions
- Use of ROTL
- Identifying further work to prepare for release and progression – this should include any interventions that have not been undertaken in custody due to COVID-19
- Parole recommendation to ensure the POM's and PA's views are captured and understood
- MAPPAs arrangements
- Considerations for inclusion on the IOM cohort (eligibility dependent)

# Agenda 1: Sentences under 10 months

## 4. Consider your approach to engaging this young adult

Based on everything you have just discussed, consider how you will work together as a team to engage this young adult during the integrated assessment.

Think about:

- What they might want to discuss with the team
- What might help them focus during the meeting
- Where might be the best place to have the meeting - for example, are you able to have it in a room that is quiet and without distraction?
- Your approach to engaging this young adult; taking into account their strengths, needs, risks, vulnerabilities, maturity and emotional health and wellbeing

Review the agenda for the integrated assessment to ensure everything is covered. Remember to leave space for questions that the young adult might have for you.

## 5. Update the team actions log

Create the [team actions log](#), noting any actions that have come out of this meeting, including who will progress them and by when.

This list will be reviewed at the next meeting and can be updated on a rolling basis.

## What happens next?

After the planning meeting comes the Integrated Assessment (resettlement planning) meeting with the young adult. Practitioners work together with the young adult to form a plan for their sentence/resettlement that takes into account the young adult's strengths, needs, and recognises the impact of their care-experience.

Ensure the meetings with the young adult are arranged and held at the appropriate time frame. Don't be afraid to challenge other professionals if this isn't happening - it makes things easier for everyone, not just the young adult, when statutory time frames are met.

The Integrated Resettlement Meeting should take place in line with OMiC guidelines for resettlement planning.



# Agenda 2: Sentences over 10 months

The following agenda applies to Integrated Planning Meetings where the young adult is serving a long sentence. In long sentences, there would be two planning meetings: a sentence planning meeting with the POM and PA, and a resettlement planning meeting, when the PP joins the team.

## 1. Connect as a Team

**Introductions:** Who is in the room? Create and complete [team contact form \(page 62\)](#)

## 2. Understanding the young adult we are here to support

The following prompts should help practitioners view the young adult in their entirety and inform their approach to engaging them in the meeting and moving forward.

- Practitioners should come prepared to share what they know of the young adult
- The **Prison Offender Manager** could share insights from existing OASys plans and ensure the other practitioners understand how they have managed during their prison sentence
- The **Personal Advisor** could share insights from existing Pathway Plans, sharing the young adult's care journey to understand how they are acting and feeling now, and how they were prior to going into custody
- The **Probation Practitioner** could share insights from the Pre-Sentence Report and any existing ASET plans
- In particular, the **Probation Practitioner** could share the young adult's justice journey including their risks of re-offending and any work previously undertaken to help them turn away from crime

### 2a. Consider the young adult's care journey and impact of Adverse Childhood Experiences

**What do we know about the key events in the young adults life to date, what is our understanding of their care journey?**

1. How are the young adult's experiences both before and whilst being in care likely to have impacted on them? (e.g. their aspirations for the future, their trust in professionals)
2. How might the experiences still be impacting on the young adult's behaviour, thoughts and feelings

# Agenda 2: Sentences over 10 months

## 2b. Consider the young adult's history of offending, risk of harm and reoffending

**What do we know about their justice journey, what offences have they committed (including any committed in the past) and what sanctions did they receive?**

1. What have been the triggers for their offending e.g. peer pressure, drug misuse?
2. What are their perceived risks of offending? Are they seen as posing a risk of harm to themselves or to others?
3. What has worked well in engaging this young adult?

**Consider the young adult's identity, especially their race**

1. How might the way their race, the way they perceive themselves through this lens, and the way they have been perceived by others, have affected their journey through the social care system and impacted their history of offending?
2. You can also consider how other aspects of their identity, such as gender, sexuality, ability, class and citizenship, might have impacted their history up to now.

## 2c. Consider the young adult's current situation

1. How do you think they are they feeling right now?
2. What are their immediate needs?
3. Who is in their life right now to support them? - both in a professional and personal capacity?
4. How would you assess their maturity levels – can they manage their emotions, take responsibility for their actions and have some perspective on their situation and consequences?
5. Do they find it hard to concentrate? How might this impact your plans to support them?
6. What plans are already in place to support a reduction in reoffending and improved wellbeing?

## 2d. Consider the young adult's sentence/resettlement plans

1. What are they good at?
2. What do they enjoy doing? How can we support them to engage in these activities while they are in prison/when they have been released?
3. Have there been periods where they have been stable?
4. What was their life like at that time and how can we get them back there?
5. Who in their personal and professional networks can help support them while they are in prison/when they are released?

## Agenda 2: Sentences over 10 months

### 3. Update on the young adult's progress since being in custody

(For resettlement planning only. Continue to question 4 for sentence planning).

This is an opportunity for the POM to present progress that the young adult has made in custody, before handing over responsibility of their case to the PP. The PA, who has had regular visits with the young adult during their sentence is encouraged to add their perspective and any relevant information from Pathway Plan updates that relate to the discussion.

During this section practitioners should discuss:

1. What progress has been made against sentence planning objectives, needs and risks (including a discussion around any work that has not been undertaken due to COVID-19)?
2. What has been the outcome of any interventions (including sharing post-programme reports and evidence of behaviour change that could enable a reduction in reoffending on release. This can also include Lifelong Links and Group Conferencing)?
3. Are there any other needs that can be addressed through other interventions before release?
4. Have they made any progress in employment and training that will enable them to find a job once they are released?
5. What feedback have they had on their behaviour following adjudications or issues that have arisen during their individual sentence, and have they been able to respond to this?
6. Have they undertaken any Release on Temporary License (ROTL)? If so, how did this go? If not, are there any opportunities to use ROTL in the lead up to release?

### 4. Outcomes of work on personal support networks (such as Lifelong Links or Group Conferencing)

If the young adult has opted to take part in the offer to develop their social support network, the relevant coordinator is invited to provide feedback on how these interventions went, and if they have implications that are significant for resettlement planning (e.g. accommodation, employment, etc.)

### 5. Making an agenda for the Integrated Assessment

The purpose of this section of the meeting is to agree the agenda for the meeting with the young adult.

## Agenda 2: Sentences over 10 months

### 5a. Objective setting and release plans

The planning meeting should help to reach an agreement on objective setting and release plans, including:

- Accommodation, supervision interventions and licence conditions
- Use of ROTL
- Identifying further work to prepare for release and progression – this should include any interventions that have not been undertaken in custody due to COVID-19
- Parole recommendation to ensure the POM's and PA's views are captured and understood
- MAPPA arrangements
- Considerations for inclusion on the IOM cohort (eligibility dependent)

### 5b. Consider your approach to engaging this young adult

- Based on everything you have just discussed, consider how you will work together as a team to engage this young adult during the integrated assessment
- Review the agenda for the integrated assessment to ensure everything is covered. Remember to leave space for questions that the young adult might have for you
- Consider your approach to engaging the young adult, take into account their maturity and emotional health and wellbeing

## 6. Update the team actions log

Create the [team actions log on page 66](#), noting any actions that have come out of this meeting, including who will progress them and by when. This list will be reviewed at the next meeting.

### What happens next?

After the planning meeting comes the Integrated Assessment meeting with the young adult. Practitioners work together with the young adult to form a plan for sentence/resettlement that takes into account the young adult's strengths, needs, risks and vulnerabilities and recognises the impact of their care-experience. Ensure the meetings with the young adult are arranged and held at the appropriate time frame.

**Don't be afraid to challenge other professionals if this isn't happening - it makes things easier for everyone, not just the young adult, when statutory time frames are met.**

The Integrated Assessment for long sentences should take place either within 10 weeks of the young adult being sentenced, or 6 months before their conditional release date (during the handover from the POM to PP, also known as the POM/COM handover).

# Agenda 3: In the community

The following agenda applies to Integrated Planning Meetings where the young adult has been released and is now serving the rest of their sentence in the community. A Probation Practitioner has already been allocated and leads the Integrated Planning and Assessment meetings.

Ideally, the Probation Practitioner, Personal Advisor and young adult will have all already met each other through IPAA in custody. However, in the event that the team around the young adult have not been working together in custody, or have not yet had a planning meeting, one should be held to inform the Probation Practitioner's OASys update.

## 1. Connect as a Team

**Introductions:** Who is in the room? Create and complete [team contact form on page 62](#)

## 2. Understanding the young adult we are here to support

The following prompts should help practitioners view the young adult in their entirety and inform their approach to engaging them in the meeting and moving forward.

- Practitioners should come prepared to share what they know of the young adult
- The **Personal Advisor** could share insights from existing Pathway Plans, sharing the young adult's care journey to understand how they are acting and feeling now, and how they were prior to going into custody
- The **Probation Practitioner** could share insights from the Pre-Sentence Report, their current plan for release and any existing ASET plans. In particular, the **Probation Practitioner** could share the young adult's justice journey including so far, to understand their risks of re-offending and any work previously undertaken to help them turn away from crime

### 2a. Consider the young adult's care journey

Use these questions to think about the impact of early trauma and of broken relationships and the potential lack of trust with professionals and families ([read about this on page 4](#)). What do we know about the key events in the young adults life to date, what is our understanding of their care journey?

1. How are the young adult's experiences both before and whilst being in care likely to have impacted on them? (e.g. their aspirations for the future, their trust in professionals)
2. How might the experiences still be impacting on the young adult's behaviour, thoughts and feelings?

# Agenda 3: In the community

## 2b. Consider the young adult's history of offending, risk of harm and reoffending

**What do we know about their justice journey, what offences have they committed (including any committed in the past) and what sanctions did they receive?**

1. What have been the triggers for their offending e.g. peer pressure, drug misuse?
2. What is their perceived risks of offending? Are they seen as posing a risk of harm to themselves or to others?
3. What has worked well in engaging this young adult?

**Consider the young adult's identity, especially their race**

1. How might the way their race, the way they perceive themselves through this lens, and the way they have been perceived by others, have affected their journey through the social care system and impacted their history of offending?
2. You can also consider how other aspects of their identity, such as gender, sexuality, ability, class and citizenship, might have impacted their history up to now.

## 2c. Consider the young adult's current situation

1. How do you think they are feeling right now - bearing in mind they have just been released, what is known about their reactions to changes in their environment, plus the sudden freedom of being released?
2. What are their immediate needs?
3. Who is in their life right now to support them? - both in a professional and personal capacity?
4. How would you assess their maturity levels – can they manage their emotions, take responsibility for their actions and have some perspective on their situation and consequences?
5. Do they find it hard to concentrate? How might this impact your plans to support them?
6. What plans have been in place to support a reduction in reoffending and improved wellbeing in custody and in the community, and what can be continued/restarted to encourage their rehabilitation in the community?

## 2d. Consider the young adult's sentence/resettlement plans

1. What are they good at?
2. What do they enjoy doing? How can we support them to engage in these activities while they are in prison/when they have been released?
3. Have there been periods where they have been stable? What was their life like at that time and how can we get them back there?
4. Who in their personal and professional networks can help support them now that they are released?



# Agenda 3: In the community

## 3. Make a plan for the Integrated Assessment

Following this planning meeting, the practitioners will meet in person with the young adult to plan for their sentence/resettlement.

### 3a. Objective setting and release plans

The planning meeting should help to reach an agreement on objective setting and release plans, including:

- Accommodation, supervision interventions and licence conditions
- Identifying further work to undertake in the community – this should include any interventions that have not been undertaken in custody due to COVID-19
- MAPPA arrangements
- Considerations for inclusion on the IOM cohort (eligibility dependent)

## 4. Consider your approach to engaging this young adult

- Based on everything you have just discussed, consider how you will work together as a team to engage this young adult during the integrated assessment
- Review the agenda for the integrated assessment to ensure everything is covered. Remember to leave space for questions that the young adult might have for you
- Consider your approach to engaging this young adult; taking into account their maturity and emotional health and wellbeing

## 5. Update the team actions log

Create the [team actions log on page 66](#), noting any actions that have come out of this meeting, including who will progress them and by when. This list will be reviewed at the next meeting.

### What happens next?

After the planning meeting comes the Integrated Assessment meeting with the young adult. Practitioners work together with the young adult to form a plan for their community sentence that takes into account the young adult's strengths, needs, and recognises the impact of their care-experience.

Ensure the meetings with the young adult are arranged and held at the appropriate time frame. **Don't be afraid to challenge other professionals if this isn't happening - it**

**makes things easier for everyone, not just the young adult, when statutory time frames are met.** You can find an example of an email demonstrating this professional challenge can be found on [page 64](#).

The Integrated Assessment with the young adult in the community should take place any time 15 days after release.

# Integrated Assessment

**The Integrated Assessment is a meeting with the young adult, in which the supporting practitioners listen to them and work with them to make a plan for their sentence and resettlement that all three services share.**

## Who is responsible for organising the meeting?

In the sentence planning phase (during the start of a long sentence), the POM organises the integrated assessment.

In the resettlement planning phase (at the start of a short sentence, or at the end of a long sentence), the PP organises the integrated assessment.

## What are the criteria for convening an Integrated Assessment?

The young adult has given informed consent for Integrated Planning and Assessment to take place.

The Team Around the Young Adult has formed.

The Integrated Planning Meeting has taken place.

## Who attends an Integrated Assessment?

The young adult

Probation Practitioner (if they have already joined the team around the young adult)

Prison Offender Manager

Personal Advisor

## When should the meeting take place?

The Integrated Assessment resettlement planning meeting should take place as soon as possible after Integrated Planning Meeting.

After this session, the practitioners have enough information to complete the OASys and the Pathway Plan updates. The assessment and plans will take into account the young adult's strengths, needs, and recognise the impact of being care-experienced, including their strengths and also their risks of harm and re-offending.

## Where should the meeting take place?

The Integrated Assessment should take place on site in the prison, unless the young adult has already been released.

Consider the environment for this meeting and, if possible, select a room that feels comfortable and informal. Avoid a "frontal" meeting style where practitioners sit on one side of the table, and the young adult sits on the other.

## What are the outcomes of this meeting?

(If sentence planning) Prison Offender Manager completes the Start Custody OASys.

(If resettlement planning) Probation Practitioner will write a Resettlement Plan (officially known as a Start Sentence OASys).

The Personal Advisor will update the young adult's Pathway Plan.

All plans will be consistent with each other, taking into account the young adult's strengths, needs, and recognising the impact of being care-experienced.

The team agrees a plan for engaging and working with the young adult.

The team agrees how they will work together and when they will review progress being made against the plans.

The team will have an action list and be clear about who will progress these actions and by when.

The young adult has felt included in the development of their statutory plan, and knows who is responsible for offering them what type of support.

# Agenda 4: Integrated Assessment

The agenda presented here is pared down as practitioners will have already formed a plan for the Integrated Assessment at the planning meeting. The practitioners will refer to this plan for the agenda, including the subjects that you will need to cover in order to fill out the OASys or Pathway Plan update, and allowing for contributions from the young adult as an equal member of the team.

Remember that this might be the first time the young adult has sat down with the team as a whole, and may even be meeting members of the team for the first time.

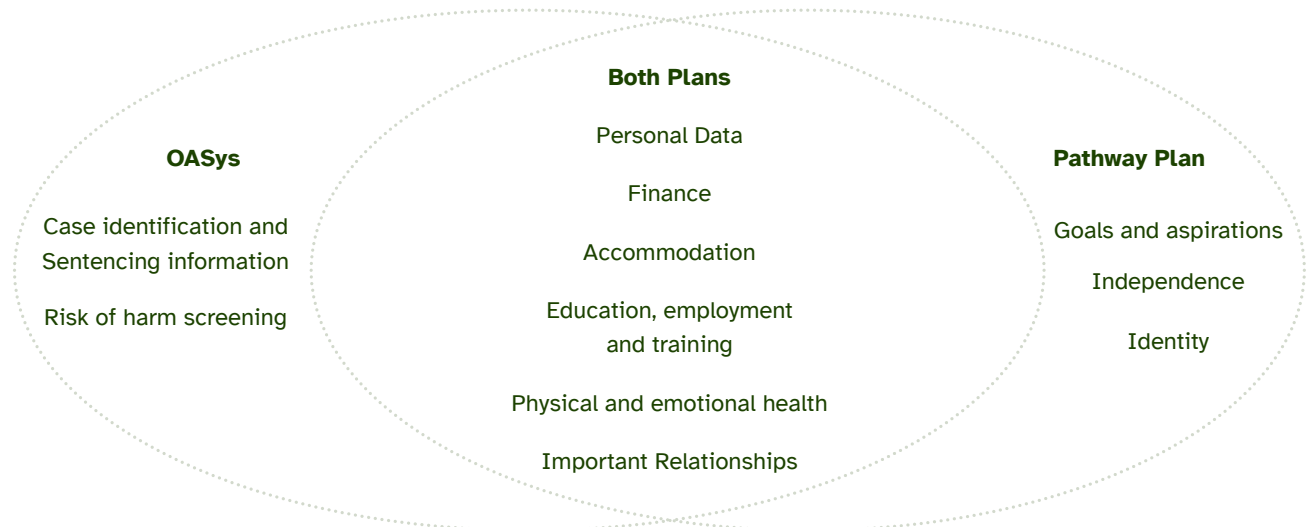
## 1. Starting the meeting, setting the scene

1. Introductions – Who is in the room?
2. Practitioners will explain to the young adult what their specific role and focus is, and what support they can provide.
3. The young adult will introduce themselves and say what they hope to get out of the session, and what support they hope for from the practitioners.
4. It might be helpful to ask the young adult at this moment how they are feeling right now in the meeting, to gauge their engagement levels and inform your approach to conducting the meeting.

## 2. Gathering information to fill out the statutory plans

Here are the subjects that you will need to cover in order to fill out the OASys or Pathway Plan update. Please refer to your own statutory documents or the combined assessment to see the exact information you will need. The combined assessment form is meant as a supporting tool. Practitioners should not work through it page by page in the meeting with the young adult, but rather familiarise themselves with the subject area in the planning meeting.

When discussing the young adult’s identity, it may be appropriate to approach the subject of race, if this is a relevant subject. It is entirely up to the young adult whether they want to engage in that conversation, but it can help to know that you, as the team around the young adult, have considered the impact of racism in their life up until this point.



# Agenda 4: Integrated Assessment

## 2a. (If Resettlement Planning) Create a plan for the day of release

1. Who will meet the young adult at the gate, how long will they be available for, who else could meet them if that person becomes unavailable. This is a good time to think about the young adult's personal network, if they have been involved with a service such as Lifelong Links or Group Conferencing.
2. When will they meet their PP, how will they get to that meeting and who else should be there (e.g. the PA)? Can the professionals support the young adult in travelling to the meeting if this is needed?

## 2b. (If in the Community) Check in on the plan from the day of release

1. Did everything in the day go accordingly to plan, and if not, what can be done now to help mitigate what has been missed?
2. Are there any worries/risks still present following the day of release, and if so what can be done in order to mitigate these issues?

## 3. Any Other Business

Practitioners will refer to the plan they made in the integrated planning meeting to check in on any other business to discuss with the young adult.

The young adult will have the opportunity to ask any questions with regards to their sentence/resettlement, which the practitioners can answer or take away to answer in the actions list.

## 4. Updating the team actions log

The team will note any actions that have come out of this meeting, including who will progress them and by when. This list will be reviewed at the next meeting.

If possible or known, practitioners will advise the young adult on when they next expect to meet as a team.

## Close

Practitioners should make sure the young adult knows that it is possible for them to ask questions/disclose information after the integrated meeting, and that they know how to do so if they need to.

## Practice Guidance

# Integrated Final Review

At the end of the young adult's sentence, the Probation Practitioner will need to complete a Termination OASys Assessment. It is possible that the Personal Advisor will also end their relationship with the young adult, for example if they turn 25 while they are on license. The below protocols and agenda give guidance on how to integrate this assessment/final sessions with the Personal Advisor.

After the Integrated Final Review, the young adult should feel proud of their achievement of reaching the end of their sentence, and confident going forward that they have a plan on how to support themselves, possibly without statutory intervention.

### Who is responsible for organising the meeting?

Whoever is ending their involvement with the young adult organises the meeting.

### What are the criteria for convening an Integrated Planning Meeting?

The young adult is at the end of their community sentence and/or they have turned 25 years old, meaning their case with their Personal Advisor is closing (some Local Authorities may make the decision to offer ongoing support post 25, but this is not standard).

The Team around the Young Adult has formed.

The Integrated Planning and Assessment meeting have taken place.

### When should the meeting take place?

The Final Review should take place 1 month before the end of the young adult's community licence and/or their case with the Leaving Care team has closed. This allows enough time for practitioners to complete any actions that come from the meeting.

### Where should the meeting take place?

The Termination OASys Assessment must take place at the probation offices. The location for the end of Personal Advisor support is more flexible.

Consider the environment for this meeting and, if possible, select a room that feels comfortable and informal. Avoid a "frontal" meeting style where practitioners sit on one side of the table, and the young adult sits on the other.

### Who attends an Integrated Final Review?



The young adult



Probation Practitioner



Personal Advisor

# Agenda 5: Integrated Final Review

A core aim of supervision is to promote desistance, therefore enabling individuals to continue this following the completion of their Order or Licence is critical. A key component of this is the ongoing work being undertaken within the community.

## 1. Starting the meeting, setting the scene

1. Introductions – Everyone should know each other in the room, but in case anyone new is present, they will introduce themselves to the team
2. Practitioners will explain to the young adult what the purpose of this meeting is and what they should hope to achieve by the end
3. The young adult will say what they hope to get out of the session, and what questions or worries they have (if any) about coming to the end of this support from their practitioners
4. It might be helpful to ask the young adult at this moment how they are feeling right now in the meeting, to gauge their engagement levels and inform your approach to conducting the meeting

## 2. Gathering information to fill out the statutory plans

Practitioners will have questions to be answered in order to complete their Termination OASys Assessment/closure report with the Leaving Care Team.

Please refer to your own statutory documents for these questions.

## 3. Creating an ongoing support plan

Together, practitioners and the young adult should create a plan for the young adult to use to support themselves going forward. This should take into account the young adult's risks, needs, strengths and opportunities, what they have achieved during their time with professional support, and any non statutory support they have received/will continue to receive. The young adult should set goals that they can work towards, with their practitioners' endorsement.

Practitioners should explain to the young adult what ongoing support their service can provide (e.g. emergency contact information, references for housing/employment, advice and guidance), and how the young adult can access that support.



# Agenda 5: Integrated Final Review

## 4. Any other business

The young adult will have the opportunity to ask any questions with regards to their new situation, which the practitioners can answer or take away to answer in the actions list.

## 5. Updating the team actions log

The team will note any actions that have come out of this meeting, including who will progress them and by when.

## Close

The practitioners should double check the young adult has anything they need.

**It is important to remember in this instance how far the young adult has come and what they have achieved, and celebrate these successes.**



Step-by-step guide

## **Building Personal Support Networks**

# Building Personal Support Networks

Always Hope support includes an offer that enables young adults to identify and build their personal support networks. Through the piloting phase of Always Hope this offer was made available to young men in HMP Brinsford and HMP Swinfen Hall through Lifelong Links and through Wolverhampton's Family Group Conference service.

**Lifelong Links** helps find and bring together people that are important to the young adult, for example family, friends, former foster carers, teachers. These might include people they haven't seen for a while. With the young adult's agreement, an independent Lifelong Links coordinator can visit them in prison and help them work out who they want to get in touch with. The coordinator will set about searching for these people and making contact. Lifelong Links is available for care leavers from local authorities who already offer Lifelong Links as part of their service.

A Lifelong Links family group conference can then be held. Everyone who wishes to is brought together to talk about what the young adult wants and needs. It's an opportunity to safely plan with the young adult's family and friends how they can support them both now and when they leave prison.

**Family Group Conferencing** is a meeting where the young adult makes a plan for their future with the people who are most important to them. They decide who to invite to the meeting and what to talk about. They will have support from an independent Family Group Conference coordinator to prepare for the meeting and run it the way they planned.

Family Group Conferencing differs from Lifelong Links in that they cannot search out people the young adult no longer has contact with, they can only work with the young adult's current network. The service on offer to the young men will be dependant on what is available in the local authority responsible for their care.

# Building Personal Support Networks

1.

## Young adult expresses an interest in building their personal support network

The PA, POM or PP meets with the young adult and tells them about the offer available to them - this might be Lifelong Links, Family Group Conferencing or a different offer.

It is possible to invite the respective coordinator to this meeting, to help explain the offer to the young adult.

2.

## Referrer contacts the relevant service and a coordinator is allocated to the young adult

Referrer tells the coordinator about the Always Hope support offer and the aims of building their personal support network.

3.

## Coordinator visits the young adult in prison

- To discuss the relevant service in more detail
- To map the young adult's experiences, history and network using various tools
- To help the young adult consider who could be a part of their personal support network

This stage could take place over several meetings and phone calls. The young adult may choose to pause the process at times or stop completely.

4.

## Coordinator contacts the young adult's identified family and wider network

- To let them know the young adult wants to be in contact
- To advocate for the young adult and begin rebuilding the relationship
- To invite them to be part of the young adult's network

This phase can be long and emotional. The young adult's PA, POM and PP should be informed of significant updates so they can provide support.

The young adult's PA could help the coordinator locate the young adult's contacts.

# Building Personal Support Networks

5.

## Coordinator and young adult plan to bring the network together

(This could take place over a number of meetings)

- What does the young adult want to talk about?
- Do they want anything particular in the room e.g. food or drinks?
- What outcomes do they want from the meeting?

It is important to keep prison and probation staff updated on progress. Prison staff will need to organise a room for the conference to take place. For security reasons, the young adult's POM and/or PP may need to vet the list of people invited to the conference. It is important to manage the young adult's expectations at this time.

6.

## Personal network comes together to support the young adult

Everyone is brought together to talk about what the young adult wants and needs, and gives them an opportunity to discuss with their network how they can be supported both in custody and on release.

As part of this meeting, the network may be allowed some private time without any professionals present, to formulate the plan with the young adult. If this meeting is taking place in the prison, private time will involve the supervising prison officer leaving the room, but watching through the window for security purposes.

A plan is then formulated and agreed with the young adult and their network for ongoing support.

7.

## The plan is incorporated into statutory plans

There is space in the young adult's Pathway Plan to include details from this plan.

The Pathway Plan will be consistent with other resettlement plans due to Integrated Planning and Assessment.

8.

## Plan is reviewed

6 weeks after the plan is implemented, it is reviewed by the coordinator and the young adult. Next steps will be taken as necessary.

## What happens next?

### Integrated Planning Meetings

While the young adult is working with the service coordinator to build their network, their POM, PA and PP may arrange an integrated planning meeting. These coordinators are encouraged to join when appropriate.

This could happen at any time during their engagement with the young adult.





## Supporting Tools

### Communication

Easy communication is crucial for the team around the young adult to work together.

The following tools are designed to support communication.

- [Useful vocabulary](#)
- [Team Contact form](#)
- [Template communications](#)

### Working together

The Team Actions list tracks what members of the team around the young adult are working on. It should be checked and updated whenever the team come together.

- [Team Actions Log](#)

### Integrated Planning and Assessment

The Combined Assessment Form is a tool that combines the PA's Pathway Plan questions with the POM or PP's OASys questions. This is meant as a supporting tool. Practitioners should not work through it page by page in the meeting with the young adult, but rather familiarise themselves with the subject area in the planning meeting.

- [The Combined Assessment Form](#)



## Supporting Tools

# Useful Vocabulary

### Custodial Sentences

#### Long Sentence

- A custodial sentence longer than 10 months
- Long sentences fall under OMiC (Offender Management in Custody) and are lead by a Prison Offender Manager until the point of handover to the Probation Practitioner
- If a young adult is serving a long sentence, they will have a sentence plan as well as a resettlement plan

#### Short Sentence

- A custodial sentence shorter than 10 months
- Young adults serving short sentences will be assigned a Probation Practitioner and a Prison Offender Manager from the beginning
- A key distinction between prison sentences is the length. Young adults serving a sentence over 10 months will have a sentence plan as well as resettlement plan, whereas those serving sentences under 10 months will skip the sentence planning stage and go straight into resettlement planning

### Sentence Planning

- The stage at the beginning of a long sentence, during which a sentence plan (officially known as a Start Custody OASys) is written

### Resettlement Planning

- Long sentences: The stage towards the end of a long sentence, during which a resettlement plan (officially known as a Start Sentence OASys) is written
- Short sentences: The resettlement planning begins at the start of a short sentence

### Release

#### Release on Temporary Licence (ROTL)

Release on Temporary Licence means being able to leave the prison for a short time. It is usually called ROTL for short. The young adult may get ROTL for the following things:

- To take part in paid or unpaid work
- To see children for whom they were the sole carer before they entered prison
- To attend a job interview for when they are released

## Supporting Tools

# Useful Vocabulary

### Care Experience

#### Care Leaver

Care leavers are young people aged 16-25 years old who have been in care at some point since they were 14 years old and were in care on or after their 16th birthday. These young people are statutorily entitled to some ongoing help and support from the local authority after they leave care.

As well as being in care, a young adult may also become a care leaver if they were in hospital, or detained (in a remand centre, a young adult's institution or a secure training centre, or any other centre pursuant to a court order) for a period or periods amounting to at least 13 weeks, which began after age 14 and is during their 16th birthday. Young adults who become care leavers this way are eligible for the same support as young adults who were in care.

### Care-Experienced

The term 'care-experienced' refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.

### Looked after Child

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.

### Relevant Child

Relevant children are those aged 16 and 17 who meet the criteria for eligible children but who leave care. Regulations may exclude certain groups, such as children who return home permanently and children who receive respite care.

## Supporting Tools

# Useful Vocabulary

### Practitioner's Roles

#### POM

Prison Offender Manager (HMPPS). The role of the POM is to build effective, appropriate and supportive relationships with young adults in prison, with the aim of reducing reoffending.

#### PA

Personal Advisor (Local Authority). The role of the PA is to support young adults who are leaving care to transition into independence confidently and smoothly.

#### PP\*

Probation Practitioner (NPS). The role of the PP is to provide public protection, safeguarding and a reduction in reoffending, by enabling change and promoting positive outcomes for individuals

\*The PP was previously referred to as a Community Offender Manager (COM)

### Team around the young adult

A team made up of the POM, the PA and the PP who will work together to support a care experienced young adult during their sentence and on release.

#### IOM

Integrated Offender Management (IOM) brings a cross-agency response to the crime and reoffending threats faced by local communities. The most persistent and problematic offenders are identified and managed jointly by partner agencies working together.

## Supporting Tools

# Useful Vocabulary

### Planning with care experienced young adults

#### OASys

An OASys assessment.

#### Start Sentence OASys

A statutory assessment written by the Probation Practitioners. Practitioners use OASys assessments to complete a risk and needs assessment - to understand why the young adult offends and what can be done to assist their rehabilitation. The Start Sentence OASys will be the basis for the young adult's resettlement plan, which will support their rehabilitation in the community.

#### Start Custody OASys

A statutory assessment written by the Prison Offender Manager. Practitioners use OASys assessments to complete a risk and needs assessment - to understand why the young adult offends and what can be done to assist their rehabilitation. The Start Custody OASys will be the basis for the young adult's sentence plan, which will support their rehabilitation in custody.

### Pathway Plan

A statutory plan written by the Personal Advisor. It includes plans for the young adult's health, education training and development, important relationships and financial management. The pathway plan must be updated every six months or whenever a significant change occurs in the life of the young adult.

### Lifelong Links Plan

A non-statutory plan written during the Lifelong Links Family Group Conference that sets out how each person in the young person's network will support the care experienced young adult in their life.

### Group Conference Plan

A plan is written during the "private time" part of the group conference. The plan sets out how the group will work together to support the care experienced young adult in their life. Ideally it is agreed by everyone in the group. It will be followed up on six to eight weeks later.

## **Supporting Tools**

# **Useful Vocabulary**

## **Integrated Planning and Assessment**

### **Integrated Planning And Assessment**

Integrated Planning and Assessment (IPAA) is a new approach that brings together practitioners from Prisons, Probation and Local Authorities to form a professional support network around 18-25 year olds with experience of care, serving prison sentences. The purpose of Integrated Planning and Assessment is to support practitioners in working together to form coordinated plans with the young adult, that are based on consistent information and work towards the same goals.

### **Combined Plan**

An assessment process developed as part of the Always Hope pilot that combines a Layer 3 OASys with a Pathway Plan.

**Supporting Tools**

# Team Contact Form

This form should be used to support integrated working between practitioners. It should be checked and updated if necessary, each time the practitioners come together during Integrated Planning and Assessment.

| <b>YA Individual</b> | <b>Probation Practitioner</b> | <b>Prison Offender Manager</b> | <b>Personal Advisor</b> |
|----------------------|-------------------------------|--------------------------------|-------------------------|
| Last name            | Last name                     | Last name                      | Last name               |
| First name           | First name                    | First name                     | First name              |
| CRN/NOMIS no.        | Email                         | Email                          | Email                   |
| Date of Birth        | Phone                         | Phone                          | Phone                   |
| Sentence Length      |                               |                                |                         |
| Release date         |                               |                                |                         |



**Supporting Tools**

# Team Contact Form

Please use this page to fill in any other practitioners who are working with the young adult. You can also fill in a column with the details of a personal contact for the young adult (such as their emergency contact/next of kin).

| Practitioner | Practitioner | Personal contact            | Personal contact            |
|--------------|--------------|-----------------------------|-----------------------------|
| Last name    | Last name    | Last name                   | Last name                   |
| First name   | First name   | First name                  | First name                  |
| Email        | Email        | Email                       | Email                       |
| Phone        | Phone        | Phone                       | Phone                       |
|              |              | Relationship to young adult | Relationship to young adult |

# Template communications

These templates can be sent to practitioners who you intend to begin working with.



Introductory email for start of sentence  
(between POM and PA)

Dear **[Personal Advisor]**

I hope this email finds you well,

I'm emailing because I am the Prison Offender Manager for **[young adult's name]**, who I understand is on your caseload. I have spoken with **[young adult's name]** and they have agreed they would like us to work together and offer integrated support. We are offering additional support to all the care leavers in our prison, which in practice means us all working together with **[young adult's name]** to develop an integrated plan for their future.

Could you please get back to me so that we can arrange a planning meeting with yourself and any other professionals working with **[young adult's name]** to discuss changes to his history, current situation, possible risks to be aware of and his aspirations. After this can we then book in a meeting with **[young adult's name]** to discuss these points and create a plan with him?

I look forward to hearing from you,

Thanks and all the best,

**[Prison Offender Manager]**

# Template communications

These templates can be sent to practitioners who you intend to begin working with.

## Professional Challenge

Dear **[Personal Advisor]**

I hope this email finds you well,

I am still waiting for a response from you regarding the above email. Given **[young adult's name]** has consented to us working together, I am concerned that any further delays in our work together will severely impact the quality of support we can provide to him, and his trust in both of us, making both of our jobs more difficult.

As stated in HMPPS's Care Experience Matters guidance document, it is best practice to coordinate the statutory plans from prison, probation and local authorities, and provide integrated support from all relevant sectors. This improves the consistency of support between services, making it easier for us to work together as a team, and easier for **[young adult's name]** to work with us. This will improve his chances of understanding and complying with expectations within prison/licence conditions in the community, and reduce his chances of reoffending. I hope you can understand therefore why it is important that you reply to the above message and we can start planning together for his sentence/resettlement.

I look forward to hearing from you,

Thanks and all the best,

**[Prison Offender Manager]**

# Template communications

These templates can be sent to practitioners who you intend to begin working with.



POM and PA making first contact with PP

Dear **[Probation Practitioner]**

I hope this email finds you well,

I'm emailing because I understand you are the appointed probation practitioner for **[young adult's name]**. I am his **[POM/PA]** and have CC'd in his **[POM/PA] [name]**. Together, we have been offering Always Hope support to **[young adult's name]**. This is additional support for young men with care leaver status in custody.

This integrated approach involves having a series of meetings with you, to both hand over the case to you, and to help plan for **[young adult's name]**'s resettlement into the community. Could you please get back to me so that we can arrange a planning meeting with yourself and any other professionals working with **[young adult's name]** to discuss changes to his history, current situation, possible risks to be aware of and his aspirations. After this can we then book in a meeting with **[young adult's name]** to discuss these points and create a plan for his release?

I look forward to hearing from you,

Thanks and all the best,

**[Prison Offender Manager] / [Personal Advisor]**

**Supporting Tools**

# Team Actions Log

This form should be used whenever practitioners come together during integrated planning and assessment. It is used to track progress on actions that practitioners will take to support a care experienced young adult serving a prison sentence.

| <b>YA Individual</b> | <b>Step to be taken</b> | <b>Practitioner responsible</b> | <b>To be completed by</b> | <b>Complete</b> | <b>Follow up step?</b> |
|----------------------|-------------------------|---------------------------------|---------------------------|-----------------|------------------------|
| Last name            |                         |                                 |                           |                 |                        |
| First name           |                         |                                 |                           |                 |                        |
| CRN/NOMIS no.        |                         |                                 |                           |                 |                        |
| Date of Birth        |                         |                                 |                           |                 |                        |
| Sentence Length      |                         |                                 |                           |                 |                        |
| Release date         |                         |                                 |                           |                 |                        |

## Supporting Tools

# Combined Assessment

This form should support practitioners in the Integrated Planning and Assessment process. During sentence planning and resettlement planning meetings with young adults, practitioners should cover the following topics:



**Accommodation**



**Employment,  
Education and Training**



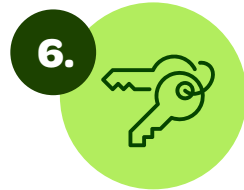
**Finance**



**Important  
Relationships**



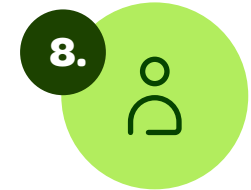
**Physical and  
Emotional Health**



**Independence\***



**Cared for, Cared  
about, able to Care  
for Yourself\***



**Identity\***



**Goals and  
Aspirations\***

\* These sections are from the pathway plan only and do not have a corresponding section in the OASys document.

# Accommodation



## Questions from a Pathway Plan

This is about where you live, how happy and safe you feel living there and where you would like to live.

1. Do you have enough space to yourself where you live?
2. Do you have heating?
3. Do you have everything you need where you live?
4. Do you understand your rights as a tenant for where you live?
5. Do you feel like you have stability in terms of your housing?
6. Do you feel safe where you live?
7. Do you find it easy to get to the places you need to from where you live?
8. Do you feel like you are getting enough support to meet your housing needs?
9. Are you on your local housing register?
10. Is your housing well looked after?
11. Do you know how long you can expect to be living where you do at the moment?
12. What do we need to do / How can we help you over the next 6 months?
13. What will happen if you find yourself without a place to live?

[T2A maturity guide](#)

## Questions from an OASys Assessment

### 3. Accommodation

Questions may not be numbered sequentially due to the Assessment Layer chosen. The following questions should be answered in all cases. However, if the offender is in custody answer the questions for situation upon release.

|            |  |                           |           |    |
|------------|--|---------------------------|-----------|----|
| <b>3.3</b> | <b>Currently of no fixed abode or in transient accommodation</b>                             | No - Some - Sig - Missing | Disclosed |    |
| <b>3.4</b> | <b>Suitability of accommodation</b>  | No - Some - Sig - Missing | Disclosed |    |
| <b>3.5</b> | <b>Permanence of accommodation</b>   | No - Some - Sig - Missing | Disclosed |    |
| <b>3.6</b> | <b>Suitability of location of accommodation</b>  | No - Some - Sig - Missing | Disclosed |    |
|            | Identify accommodation issues contributing to risks of offending and harm                    |                           |           |    |
|            |  |                           |           |    |
|            | Accommodation issues linked to risk of serious harm, risks to the individual and other risks |                           | Yes       | No |
|            | Accommodation issues linked to offending behaviour   |                           | Yes       | No |





# Employment, education and training

## Questions from a Pathway Plan

This is about where how you are doing in education, training or work and your planning for your future.

1. Are you studying, in training, or working?
2. Do you feel like you have stability in terms of your education or job?
3. Do you feel like you have the qualifications you need?
4. Have you got work experience?
5. Do you know how to get career advice?
6. Do you feel like you know how to meet your career goals?
7. Do you feel happy with what you are currently doing?
8. Do you feel like you are getting enough help with education, training or work?
9. What do we need to do/How can we help you over the next 6 months?
10. What would you do if there was a chance or a risk of you losing your education/training placement or job?

## Questions from an OASys Assessment

### 4. Education, training and employment

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|   |   |                           |           |    |
|---|---|---------------------------|-----------|----|
| <b>4.2</b>  | <b>Is the person unemployed, or will be unemployed on release</b> | No - Some - Sig - Missing | Disclosed |    |
| <b>4.3</b>  | <b>Employment history</b>   | No - Some - Sig - Missing | Disclosed |    |
| <b>4.4</b>  | <b>Work related skills</b>  | No - Some - Sig - Missing | Disclosed |    |
| <b>4.5</b>  | <b>Attitudes to employment</b>                                    | No - Some - Sig - Missing | Disclosed |    |
| <b>4.6</b>  | <b>School attendance (optional)</b>                               | No - Some - Sig - Missing | Disclosed |    |
| <b>4.7</b>  | <b>Has problems with reading, writing or numeracy</b>             | No - Some - Sig - Missing | Disclosed |    |
|   | Indicate problem areas below                                      |                           |           |    |
|   |   |                           | Disclosed |    |
|   |   |                           | Disclosed |    |
| <b>4.8</b>  | <b>Has learning difficulties (optional)</b>                       | No - Some - Sig - Missing | Disclosed |    |
| Enter Initial Skills Checker Score  |   |                           |           |    |
| Identify education, training and employability issues contributing to risks of offending and harm. Please include any positive factors. |   |                           |           |    |
|   |   |                           |           |    |
| Education/training/employability issues linked to risk of serious harm, risks to the individual and other risks                         |   |                           | Yes       | No |
| Education/training/employability issues linked to offending behaviour   |   |                           | Yes       | No |

# Finance



## Questions from a Pathway Plan

**This is about your money, how much you get, what do you do with it and how are you managing this?**

1. Do you have a bank account?
2. Do you have enough money to pay for everything you need and also have a good life?
3. If you have debt or arrears do you know how to manage them? (not including student loans)
4. Do you feel confident managing your money?
5. Do you feel like you are getting enough help to manage your money?
6. Do you know what financial support you are entitled to?
7. What do we need to do/How can we help you over the next 6 months?
8. What will you do if you have no money?

## Questions from an OASys Assessment

### 5. Financial Management and Income

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|            |   |                           |           |    |
|------------|---|---------------------------|-----------|----|
| <b>5.2</b> | <b>What is the offender's financial situation (optional)</b>  | No - Some - Sig - Missing | Disclosed |    |
| <b>5.3</b> | <b>Financial management (optional)</b>  | No - Some - Sig - Missing | Disclosed |    |
| <b>5.4</b> | <b>Illegal earnings are a source of income (optional)</b>   | No - Some - Sig - Missing | Disclosed |    |
| <b>5.5</b> | <b>Over reliance on family/friends/others for financial support (optional)</b>  | No - Some - Sig - Missing | Disclosed |    |
| <b>5.6</b> | <b>Severe impediment to budgeting (optional)</b>  | No - Some - Sig - Missing | Disclosed |    |
|            | Identify financial management issues contributing to risks of offending and harm. Please include any positive factors |                           |           |    |
|            | Financial issues linked to risk of serious harm, risks to the individual and other risks                              |                           | Yes       | No |
|            | Financial issues linked to offending behaviour  |                           | Yes       | No |

# Important relationships



## Questions from a Pathway Plan

This is about how you get on with and deal with the family, friends and other people in your life.

1. Do you have contact with family members who are important to you?
2. Do you have contact with people who are important to you?
3. Do you have an adult you can trust?
4. Do you have people you can go to for help?
5. Do you feel happy with your friendships?
6. Do you feel like you are getting enough support to meet your relationship needs?
7. Do you feel happy with the relationships that you have?
8. Do you feel safe in your relationships?
9. What do we need to do/How can we help you over the next 6 months?
10. What would you do if there were unexpected changes with your relationships?

## Questions from an OASys Assessment

### 6. Relationships

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|             |   |   |           |    |
|-------------|---|---|-----------|----|
| <b>6.1</b>  | <b>Current relationship with close family members</b>                         | No - Some - Sig - Missing                                     | Disclosed |    |
| <b>6.3</b>  | <b>Experience of childhood</b>  | No - Some - Sig - Missing                                     | Disclosed |    |
| <b>6.8</b>  | <b>Current relationship status</b>  | Living together - Not living together - Not in a relationship | Disclosed |    |
| <b>6.4</b>  | <b>Current relationship with partner</b>                                      | No - Some - Sig - Missing                                     | Disclosed |    |
| <b>6.6</b>  | <b>Previous experience of close relationships</b>                             | No - Some - Sig - Missing                                     | Disclosed |    |
| <b>6.7</b>  | <b>Evidence of domestic violence/partner abuse</b>                            |   | Yes       | No |
|             | If the user has selected 'Yes' the following two fields appear as part of 6.7 |   |           |    |
|             |   | Victim  | Yes       | No |
|             | Perpetrator   | Yes   | No        |    |
| <b>6.9</b>  | <b>Parental Responsibilities</b>  |   | Yes       | No |
| <b>6.10</b> | If yes to 6.9:<br><b>Are these a problem? (optional)</b>                      | No - Some - Sig - Missing                                     |           |    |

# Physical and Emotional health



## Questions from a Pathway Plan

**This is about your physical health and your emotional health and how it may affect your day to day life.**

1. Do you know how to access your GP if you need to?
2. Do you keep up to date with appointments?
3. Do you feel healthy?
4. Do you feel like you are getting enough help to meet your health needs?
5. Do you know where to go for support with substance use if you need to?
6. Health passport, let's discuss what we need to do from this.
7. On a scale of 1 to 10, where would you say you were if 1 is not being in a good place and 10 is doing very well with your emotional health?
8. Let's talk about your score. How are you feeling?
9. What would help you to have a better day emotionally? Coping strategies?
10. What you said
11. What do we need to do / How can we help you over the next 6 months?
12. What will you do if you have unexpected change/s with either your physical or emotional health?
13. Do you feel like you can manage your emotions?
14. Do you know where to go for support with your mental health if you need to?

# Physical and Emotional health



## Questions from an OASys Assessment

### 13. Health and other considerations

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|      |   |     |    |
|------|---|-----|----|
| 13.1 | General Health - any physical or mental health conditions? (optional)   | Yes | No |
| 13.2 | Electronic monitoring - any adverse impact to others? (optional)  | Yes | No |
|      | Is there a fixed telephone line at the offender's address that is not used for any other facilities such as answer phone, faxes, internet access (optional) | Yes | No |
|      | Is there a permanent electricity supply at the offender's address (optional)  | Yes | No |

|      |  |                 |                     |           |
|------|--|-----------------|---------------------|-----------|
| 13.3 | Do any of the issues below affect availability of suitability for the proposed order, electronic monitoring or programme. If YES please explain in the box provided (optional) |                 |                     |           |
|      | Issue  | Community Order | Electric monitoring | Programme |
|      | Chronic health problems  |                 |                     |           |
|      | Disability   |                 |                     |           |
|      | Current psychiatric/severe psychological problems  |                 |                     |           |
|      | Level of motivation  |                 |                     |           |
|      | Learning difficulties/low IQ   |                 |                     |           |
|      | Literacy problems  |                 |                     |           |
|      | Poor communication skills  |                 |                     |           |
|      | Need for interpreter   |                 |                     |           |
|      | Alcohol misuse   |                 |                     |           |
|      | Drugs misuse   |                 |                     |           |
|      | Chaotic lifestyle  |                 |                     |           |
|      | Religious or cultural requirements   |                 |                     |           |
|      | Transport difficulties   |                 |                     |           |
|      | Commitments - Employment   |                 |                     |           |
|      | Commitments - Education  |                 |                     |           |
|      | Childcare/carers   |                 |                     |           |
| 13.4 | Understands the importance of completing programme   |                 | Yes                 | No        |

# Physical and Emotional health



## Questions from an OASys Assessment

### 10. Emotional Wellbeing

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|      |   |                 |           |           |
|------|---|-----------------|-----------|-----------|
| 10.1 | Difficulties coping   | No - Some - Sig | Disclosed |           |
| 10.2 | Current psychological problems/ depression                  | No - Some - Sig | Disclosed |           |
| 10.3 | Social isolation  | No - Some - Sig | Disclosed |           |
| 10.4 | Offender's attitude to themselves                           | No - Some - Sig | Disclosed |           |
| 10.5 | Self harm, attempted suicide, suicidal thoughts or feelings | No              | Yes       | Disclosed |
| 10.6 | Current psychiatric problems                                | No - Some - Sig | Disclosed |           |

|      |  |     |    |
|------|--|-----|----|
| 10.7 | Tick if any of the following were reported   |     |    |
|      | Evidence of childhood behavioural problems (optional)  |     |    |
|      | History of severe head injuries, fits, periods of unconsciousness (optional)   |     |    |
|      | History of psychiatric treatment (optional)  |     |    |
|      | Ever been on medication for mental health problems in the past (optional)  |     |    |
|      | Ever been a patient in a Special Hospital or Regional Secure Unit (optional)   |     |    |
|      | Current psychiatric treatment or treatment pending   |     |    |
| 10.8 | Is a Specialist Report required?   | Yes | No |
|      | Identify any issues of emotional well-being contributing to risks of offending and harm. Please include any positive factors |     |    |
|      |  |     |    |
|      | Issues of emotional well-being linked to risk of serious harm, risks to the individual and other risks                       | Yes | No |
|      | Issues of emotional well-being linked to offending behaviour   | Yes | No |

# Physical and Emotional health



## Questions from an OASys Assessment

### 8. Drugs ever misused (in custody and community)

Questions may not be numbered sequentially due to the Assessment Layer chosen.

| 8.1   | Drugs ever misused (in custody and community) | Yes                | No             |                     |
|---|---|--------------------|----------------|---------------------|
| If answer to 8.1 is YES complete this section |   |                    |                |                     |
| Drug  | Current usage                                 | Currently injected | Previous usage | Previously injected |
| A Heroin                                      | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| B Methadone (not prescribed)                  | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| C Other opiates                               | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| D Crack/Cocaine                               | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| E Cocaine Hydrochloride                       | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| F Misused prescribed drugs                    | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| G Benzodiazepines                             | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| H Amphetamines                                | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| I Hallucinogens                               | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| J Ecstasy                                     | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| K Cannabis                                    | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| L Solvents (inc. gases and glues)             | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| M Steroids                                    | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| P Spice                                       | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| N Other                                       | None - Daily - Weekly - Monthly - Occasional  |                    |                |                     |
| Please specify other drugs                    |   |                    |                |                     |
|   |   |                    |                |                     |



# Physical and Emotional health



## Questions from an OASys Assessment

### 8. Drugs ever misused (in custody and community)

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|   |  |   |           |  |
|---|--|---|-----------|--|
| 8.4   | <b>Current Drug noted in 8.1</b>   |   | Disclosed |  |
|   | Class A only   |   |           |  |
| 8.5   | <b>Level of use of main drug</b>   | Less than weekly - More than weekly - Missing | Disclosed |  |
| 8.6   | <b>Ever injected drugs</b>   | Yes - No                                      | Disclosed |  |
| 8.8   | <b>Motivation to tackle drug misuse</b>  | No - Some - Sig - Missing                     | Disclosed |  |
| 8.9   | <b>Drug use and obtaining drugs a major activity or occupation</b>   | No - Some - Sig - Missing                     | Disclosed |  |
|   | Identify drug misuse issues contributing to risks of offending and harm. Please include any positive factors |   |           |  |
|   |  |   |           |  |
|   | Drugs misuse issues linked to risk of serious harm, risks to the individual and other risks                  | Yes   | No        |  |
| Drugs misuse issues linked to offending behaviour | Yes  | No  |           |  |

# Physical and Emotional health



## Questions from an OASys Assessment

### 9. Alcohol Misuse

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|  |   |                    |           |  |
|--|---|--------------------|-----------|--|
| 9.1  | <b>Is current use a problem</b>   | No - Some - Sig    | Disclosed |  |
|  | If a problem describe level and frequency of alcohol consumption at present time                                |                    |           |  |
| 9.2  | <b>Binge drinking or excessive use of alcohol in last 6 months</b>  | No - Some - Sig    | Disclosed |  |
| 9.3  | <b>Frequency and level of alcohol misuse in the past</b>  | No - Some - Sig    | Disclosed |  |
| If 'Some' or 'Sig' has been answered to any of 9.1, 9.2, 9.3 then answer 9.4 and 9.5 |   |                    |           |  |
| 9.4  | <b>Violent behaviour related to alcohol use at any time (optional)</b>  | No - Yes - Missing | Disclosed |  |
| 9.5  | <b>Motivation to tackle alcohol misuse (if applicable)</b>  | No - Some - Sig    | Disclosed |  |
|  | Identify alcohol misuse issues contributing to risks of offending and harm. Please include any positive factors |                    |           |  |
|  |   |                    |           |  |
|  | Alcohol misuse issues linked to risk of serious harm, risks to the individual and other risks                   | Yes                | No        |  |
| Alcohol misuse issues linked to offending behaviour                                  | Yes   | No                 |           |  |

# Physical and Emotional health



## Questions from an OASys Assessment

### 11. Thinking and Behaviour

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|       |   |                 |           |  |
|-------|---|-----------------|-----------|--|
| 11.1  | Level of interpersonal skills   | No - Some - Sig | Disclosed |  |
| 11.2  | Impulsivity   | No - Some - Sig | Disclosed |  |
| 11.3  | Aggressive or controlling behaviour (optional)  | No - Some - Sig | Disclosed |  |
| 11.4  | Temper control  | No - Some - Sig | Disclosed |  |
| 11.5  | Ability to recognise problems   | No - Some - Sig | Disclosed |  |
| 11.6  | Problem solving skills  | No - Some - Sig | Disclosed |  |
| 11.7  | Awareness of consequences   | No - Some - Sig | Disclosed |  |
| 11.8  | Achieves goals (optional)   | No - Some - Sig | Disclosed |  |
| 11.9  | Understands other people's views  | No - Some - Sig | Disclosed |  |
| 11.10 | Concrete / abstract thinking (optional)   | No - Some - Sig | Disclosed |  |
|       | Identify thinking / behavioural issues contributing to risks of offending and harm. Please include any positive factors |                 |           |  |
|       |   |                 |           |  |
|       | Thinking / behaviour issues linked to risk of serious harm, risks to the individual and other risks                     | Yes             | No        |  |
|       | Thinking / behaviour issues linked to offending behaviour   | Yes             | No        |  |

# Physical and Emotional health



## Questions from an OASys Assessment

### 12. Attitudes

Questions may not be numbered sequentially due to the Assessment Layer chosen.

|      |  |   |           |  |
|------|--|---|-----------|--|
| 12.1 | <b>Pro-criminal attitudes</b>  | No - Some - Sig                               | Disclosed |  |
| 12.3 | <b>Attitude towards staff (optional)</b>   | No - Some - Sig                               | Disclosed |  |
| 12.4 | <b>Attitude towards supervision / licence</b>  | No - Some - Sig                               | Disclosed |  |
| 12.5 | <b>Attitude towards community / society</b>  | No - Some - Sig                               | Disclosed |  |
| 12.6 | <b>Does the offender understand their motivation for offending (optional)</b>                                    | No - Some - Sig                               | Disclosed |  |
| 12.8 | <b>Motivation (to address offending behaviour)</b>   | Very motivated - Quite motivated - Not at all | Disclosed |  |
|      | Identify issues about attitudes contributing to risks of offending and harm. Please include any positive factors |   |           |  |
|      |  |   |           |  |
|      | Attitudes linked to risk of serious harm, risks to the individual and other risks                                | Yes   | No        |  |
|      | Attitudes issues linked to offending behaviour   | Yes   | No        |  |

## Supporting Tools

# Independence



### Questions from a Pathway Plan

1. Do you know how to keep safe online?
2. Do you think that you have enough skills to live by yourself?
3. Do you feel like you know how to cook?
4. Do you feel like you are getting enough support to live independently?
5. Do you have an email address?
6. Do you feel like you have a say in your plan to independence?
7. Do you have a passport?
8. Do you have a birth certificate?
9. Do you have a driving licence or provisional driving licence?
10. Do you know what your National Insurance Number/PPSN is?

# Cared for, Cared about and Able to Care for Yourself



**1. Do you feel cared for?** To what extent do you feel that people are looking after you and ensuring that you have everything you need in life?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

**2. Do you feel cared about?** To what extent do you feel that people are genuinely looking out for you and know that you are happy, they want you to have the best life you can have?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

**3. Are you able to care for yourself?** Where would you say you are if 1 is not being able to care for yourself and 10 you are absolutely able to care for yourself?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

**4. Do you feel listened to?** Do you feel you were listened to, if 1 is not at all and 10 absolutely?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

**5. Do you feel understood?** Do you feel you were understood, if 1 is not at all and 10 absolutely?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

**6. Do you feel supported?** Do you feel you were helped, if 1 is not at all and 10 totally?

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

## Supporting Tools

# Identity



### Questions from a Pathway Plan

1. Do you feel like you are getting enough support to understand your identity?
2. Do you feel like you have a sense of belonging?
3. Do you feel like you know your rights?
4. Do you know as much as you want to about your past?
5. Do you feel like you know about your culture, religion and race? No Answer
6. Do you feel like your culture, religion and race are respected? No Answer
7. Do you feel like your sexual identity is respected?
8. Do you feel like you can make your own choices?
9. If you have an asylum claim, do you understand what is happening at the moment and what will happen next?

# Goals and Aspirations



### Questions from a Pathway Plan

1. Thinking about the last 6 months or longer, what are you really proud of?
2. What would you like to achieve in the next 12 months? How can we help you reach your goals?
3. What are your hopes and wishes for the future? How can we encourage you on this journey?

# Links to appendix

## 1. Step-by-step guides to Integrated Planning and Assessment

### Identification, first contact and sign-up

- The Personal Advisor's Role
- The Prison Offender Manager's Role
- The Probation Practitioner's Role

### Integrated Planning and Assessment

- Sentences under 10 months
- Sentences over 10 months
- In the community

## 2. Practice Guidance

- Integrated Planning Meeting

### Agendas

- Sentences under 10 months
- Sentences over 10 months
- In the community
- Integrated Assessment
- Integrated Final Review

## 3. Supporting tools

### Communication

- Template Communications
- Team Contact Form

### Working together

- Team Actions Log

### Integrated Planning and Assessment

- Combined Assessment Form

## 4. Useful information

- Useful Vocabulary

Always Hope is led by Innovation Unit in partnership with His Majesty's Prison Service, the National Probation Service, Birmingham, Coventry and Wolverhampton leaving care services, Family Rights Group, Prison Reform Trust, Catch-22 National Care Leavers Benchmarking Forum, Care Leavers Association and Barnardos.

The Always Hope model was piloted in the West Midlands with young men serving prison sentences in HMP Brinsford and HMP Swinfen Hall from November 2022 - June 2023.

### Funded by:



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