

Website sample

Progress & outcomes toolkit

A preview of the updated Nexsteps resources

Selected pages from the current document follow.

This preview is not the complete workbook, plan or guide.

Original page numbers and references have been retained.

To discuss full access, organisation licensing or an agreed pilot,
use the enquiry form on the Nexsteps website.

Work at the young person's pace with appropriate support.

Follow your organisation's safeguarding and privacy arrangements.

Use current professional plans and local procedures where relevant.

Progress & outcomes toolkit

REAL SKILLS. REAL PROGRESS. REAL LIFE.

Nexsteps - Supporting Young People. Building Brighter Futures. A practical toolkit for independent living work with young people aged 16-18, supporting planning beyond 18.

ASSESS / PLAN / DO / EVIDENCE / REVIEW

Start with the young person's priorities. Agree an achievable goal, practise with the right support, record what happened and review the difference it made.

Purpose and limits

This toolkit supports learning and records of progress. It does not replace statutory assessments, Pathway Plans, Education, Health and Care Plans, Care Plans or safeguarding procedures. Its scores do not determine eligibility, capacity or readiness to move.



How to use this toolkit

Assess

Agree a starting point with the young person. Record current skills, their confidence, context and support. Use N where there has been no suitable observation.

Plan

Choose a goal that matters to them. Define a specific action, named owner, support, target date and a meaningful sign of progress.

Do

Use the appropriate Nexsteps workbook, discussion or practical activity. Make adjustments and follow local risk and safeguarding arrangements.

Evidence

Record what the young person actually did, the support used, their view and the outcome. Link to a dated record in the usual secure system rather than duplicating sensitive information.

Review

Compare like situations where possible. Note change, stability, difficulties and support that remains necessary. Agree a next step and review date.

Use alongside existing records

Keep one authoritative record. These pages can be printed or filled electronically. Store completed copies securely; agree access and sharing. Keep clinical or safeguarding concerns in the appropriate professional process.

1. Skills baseline

Starting point, not a test

Use 1 = needs support; 2 = learning; 3 = can do the agreed task in the recorded situation; N = not yet observed. Record support and evidence. Confidence is recorded separately on page 4. See page 15 for definitions.

Young person / date / completed with / setting or relevant circumstances

Skill	1-3/N	Support / context / evidence
Money & budgeting		
Housing & tenancy		
Cooking & nutrition		
Cleaning & laundry		
Health & wellbeing		
Appointments / medication		
Education & training		
Employment		
Relationships & boundaries		
Staying safe		
Community & travel		
Time & routines		
Life admin / paperwork		
Asking for help		

Three priorities chosen by the young person / why they matter