

Young Carers Support Guide

Young Carers Support

Operational Guidelines

These guidelines are to provide you with practical instructions in regards to young carer support and young carer statements. These should be used in conjunction with the attached framework which outlines the national eligibility for young carer support against the SHANARRI outcomes. The leaflet, support for carers in schools, will also provide practical advice and guidance.

The Young Carer Co-ordinator has responsibility within the school for developing work, alongside the Link Worker from the Carers Centre, to increase the number of young carers identified and ensure there are opportunities for support.

The Head Teacher or PT Guidance will ensure co-ordination and implementation of a young carer statement where required.

Young Carer Statement Workbooks have been developed to cover all the questions required to be included within a young carer statement. A summary is provided at the end of this leaflet for your information.

Further information and Multi-Agency Guidance on the Carers Act can be found here:

www.carersofdundee.org/workforce/multi-agency-guidance-toolkit/

Identified Young Carer

Where a young carer is identified it is important that the member of staff with the best relationship with this young person (young carer co-ordinator, PT Guidance, school & family development worker), has a conversation to understand to what level the caring role has an impact on their day to day life and ability to participate in education. This is measured against the Young Carer Outcomes table on pages 4 and 5.

Information and resources on the support available to young carers in Dundee and information to support you in identifying appropriate supports are available here: www.carersofdundee.org/carers/young-carers/

The level of impact identified during this conversation will determine the next stages of intervention:

Level 1 (Green – low or no impact)

1. Tick the box on the authority tab on SEEMIS to indicate this young person is a young carer
2. Record any relevant details in the pastoral notes including any reasonable adjustments made to support the young carer in school (eg agreed a later start time/alternative homework arrangements)
3. Provide the young carer and their family with a copy of the young carer in schools policy, leaflet and information on any drop in or group opportunities available in school for young carers including details of the Carers Centre link worker, and when they are in school

Level 2 (Amber – moderate impact)

1. Complete all the actions at level 1, move to level 2 if the young person needs additional support from more than one agency - for example Dundee Carers Centre, CAMHS, Breakthrough
2. Support the young carer to complete a young carer statement workbook with the support of the worker they have the best relationship with (eg Young Carer Co-ordinator, Dundee Carers Centre Link Worker, PT Guidance, School & Family Development Worker)
3. Hold TATC with those people the young carer has identified as important to their support – this may include family members, friends, Dundee Carers Centre, other agencies providing support to the young person/family.

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Table for Assessing Level of Risk (continued)

| Indicator | No Impact 10-9 | Low Impact 8-7 | Moderate Impact 6-5 | Substantial Impact (Eligibility Threshold) 4-3 | Critical Impact (Eligibility Threshold) 2-1 |
|--------------------------------|--|--|---|---|---|
| Active | The young carer has and takes opportunities to play, take part in sport or other physical activities at home, school and in the community | The young carer has and takes some opportunities to play, take part in sport or other physical activities at home, school and in the community | The young carer has limited opportunities to play, take part in sport or other physical activities at home, school and in the community | The young carer has few opportunities to play, take part in sport or other physical activities at home, school and in the community and this may have a negative effect on healthy growth and development | The young carer has no opportunities to play, take part in sport or other physical activities at home, school and in the community and this is having a negative effect on healthy growth and development |
| Respected / Responsible | The Young Carer has regular opportunities to be heard and involved in decisions and have an active and responsible role in decisions that affect them | The Young Carer has some opportunities to be heard, involved in decisions and have an active and responsible role in decisions that affect them | The caring role is impacting the young carer, limiting their opportunities to be heard, involved in decisions and have an active and responsible role in decisions that affect them | The Young Carer has few and irregular opportunities to be heard and involved in decisions that affect them. | The Young Carer has no opportunities to be heard and involved in decisions that affect them. |
| Included | The Young Carer feels accepted as part of the community that they live and learn and is able to take part in community activities. The young Carer is free from financial worries | The Young Carer feels some acceptance and part of the community that they live and learn but is unsure how to take part in community activities. There is a small risk of financial worries | Due to the caring role, the young carer has limited acceptance as part of the community in which they live and learn. There is a risk of financial pressure | The young carer feels isolated and not confident in the community they live and learn. Needs financial support | The young carer does not feel accepted as part of the community in which they live and learn in. There is financial hardship |

| | | | | | | | | | | |
|-------------|-----------------|---|-----|---|----------|---|-------------|---|----------|---|
| Score | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Impact | No | | Low | | Moderate | | Substantial | | Critical | |
| Eligibility | Duty to support | | | | | | | | | |

- In addition to the young carers in schools policy a range of information about the supports and resources available to support young carers are available on the Carers of Dundee website.
- Record this meeting on the (Wellbeing Plan – Education) – on Mosaic. This form has been adapted to include all the legal requirements of a young carer statement.
- Ensure you tick the box on SEEMIS to indicate this young person has a young carer statement.
- Set a date and time to review the impact of the plan with the young carer and their family. This should at a minimum be before the end of the current school year.
- The young carer workbook should be stored securely in the Pupil File.

Level 3 (Critical/Substantial Impact)

- It is likely that those young carers at level 3 will be open cases to SW colleagues and are involved in regular TATC meetings which are around wider issues than solely the impact of being a young carer. In this context:**
- The lead professional should ensure that a young carer statement is completed as part of the Level 3 process and should also ensure that the Senior Locality Officer is involved in the process.
 - The lead professional should delegate the preparation of the statement to a person with whom the young carer has an established relationship.
 - The process of preparing the statement should follow the processes in Level 2.
 - The young carer statement should be noted as an action point on a wider agenda, but there is no requirement to go into full details at the wider meeting
 - The lead professional should ensure the elements of the (Wellbeing Plan) relating to young carers are filled out to ensure it meets all the legal requirements of a young carer statements.
 - The named person should ensure that the box on SEEMIS is ticked to indicate this young person also has a young carer statement.
 - The young carer workbook should be stored securely in the pupil file
 - A range of resources and supports available for young carers can be found on the Carers of Dundee website.
 - Where the young carer’s needs are critical or substantial and cannot be met by the existing resources of the Children & Families Dept they are eligible for a funded statement. In these circumstances Ashley McIntosh, the Senior Locality Officer, will assist the Lead Professional identify how those needs may be met and an application for funding will be mad to the RMG.
 - The young carer statement should be regularly reviewed as part of the ongoing level 3 TATC review process

A young carer statement must contain— (from the Carers Act)

- Information about the young carer’s personal circumstances at the time of the preparation of the statement, including:
 - The nature and extent of the care provided or to be provided,
 - The impact of caring on the young carer’s wellbeing and day-to-day life
- Information about the extent to which the young carer is able and willing to provide care for the cared-for person,
- Information about the extent to which the responsible authority considers that the nature and extent of the care provided by the young carer is appropriate,
- Information about whether the young carer has arrangements in place for the provision of care to the cared-for person in an emergency,

- e) Information about whether the young carer has arrangements in place for the future care of the cared-for person,
- f) Information about the identification of the young carer's personal outcomes, including about the young carer's identified personal outcomes,
- g) Information about the identification of the young carer's needs for support, including:
 - (i) If the young carer has identified needs, those needs,
 - (ii) If no needs for support are identified, that fact,
- h) Information about the support available to young carers and cared-for persons in the responsible local authority's area,
- i) If the young carer does not reside in the responsible local authority's area, information about the support available to young carers in the area where the young carer resides,
- j) If the young carer's identified needs meet the local eligibility criteria, information about the support which the responsible local authority provides or intends to provide to the young carer to meet those needs,
- k) If the young carer's identified needs do not meet the local eligibility criteria, information about the support which the responsible local authority provides or intends to provide to the young carer to meet those needs,
- l) Information about whether support should be provided in the form of a break from caring,

SHAANARI Outcomes Wheel

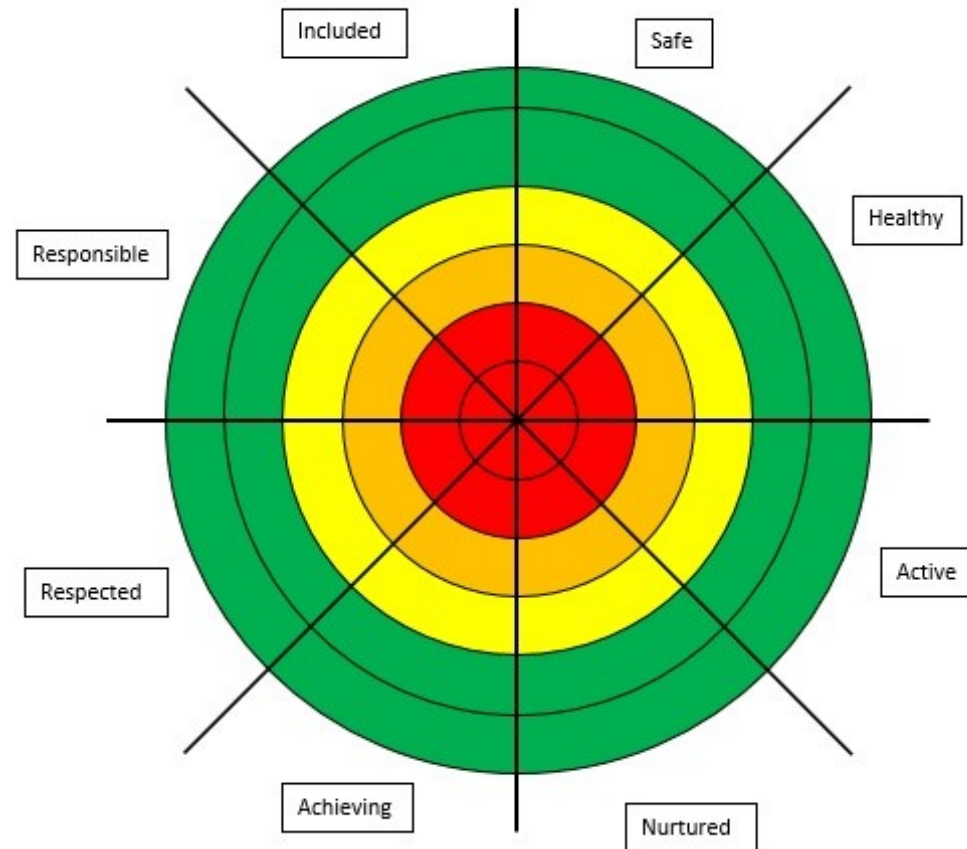


Table for Assessing Level of Risk

| Indicator | No Impact 10-9 | Low Impact 8-7 | Moderate Impact 6-5 | Substantial Impact (Eligibility Threshold) 4-3 | Critical Impact (Eligibility Threshold) 2-1 |
|---|--|---|---|--|--|
| Safe (home, school and community) | Young Carer free from abuse, neglect or harm in the community, school and at home | Young Carer's circumstances are stable and the situation in the community, school or home is manageable | Young Carer's situation is causing difficulty and potential risks are identifiable for the young carer and or the person receiving care | Young carer's situation is of concern and there are safety risks that cannot be managed or resolved in the short term | Young Carer's situation at home is unsuitable and there are clear safety risks for the young carer and the person receiving care |
| Healthy | Young carer is in good physical and mental health. No identified medical needs | Young Carer is managing most aspects of the caring role with a possibility that their health is being affected | Young Carer is managing some aspects of the caring role, but their health is being affected | Young Carer is having difficulty managing most aspects of the caring role and their physical and mental health are suffering as a result | Young Carer has significant physical and / or mental health difficulties due to the impact the caring role has had which may cause life threatening harm to the young carer or the person receiving care |
| Achieving | Young Carer continues to access education / training and has no difficulty managing the caring role and education / training | Young Carer has some difficulty managing caring and education / training with a small risk of not sustaining education / training in the short term | Young Carer has difficulty managing caring and education / training with a risk of not sustaining education / training in the medium term | Young carer is missing education / training and there is a risk that this will end in the near future | Young Carer is at significant risk of leaving or has now left education / training |
| Nurtured | Young Carer lives in a nurturing environment and has a positive relationship with the person receiving care | Young Carers role is beginning to have an impact on their emotional well-being with a risk of detrimental impact on the relationship with the person receiving care and may require support | Some impact on the Young carer's well-being and the relationship with the person receiving care and they need additional help or support. | Major impact on the young carers well-being with clear detrimental impact on the person receiving care. The young carer is unable to sustain most aspects of their caring role and requires additional help or support in a suitable care setting. | There is a complete breakdown in the relationship between the young carer and the person receiving care and the young carer has difficulty sustaining or is unable to continue caring. Further / sustained input is required for both the young carer and the person receiving care. |