

## **Young Carers Protocol and Identification Toolkit**

As part of the ongoing promotion of the identification and support of Young Carers and improving the quality of Child's Plans this short Protocol and Identification Toolkit has been developed. (see below) This takes cognisance of the Education (Additional Support for Learning) (Scotland) Act 2004, Carers (Scotland) Bill: Stage 1, recommendations of the Young Carers Improvement Group and the Young Carers Report, Sutherland & Skye & Lochalsh Young Carers, Data Analysis April 2015.

### **1. Definition**

The definition of a "young carer" is a child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability. The young carer's life may be adversely affected by the need to provide care for e.g. parent(s), sibling(s) or grandparent.

### **2. Range of Caring**

The range of care a Young Carer might provide is wide and this can include having responsibility for providing emotional support, domestic chores, medical care, personal care (help with toileting, bathing, dressing etc.) looking after siblings, ensuring safety, supporting communications and managing finances.

### **3. Possible impacts on health and wellbeing of Young Carers**

Being a Young Carer can impact on a child and young person's health and wellbeing and learning in a range of ways, e.g. late arrival, absence, tiredness, social and/or educational under-performance, personal care issues, and low self-esteem.

Being a Young Carer has been deemed to be an Additional Support Need (ASN) since the Education (Additional Support for Learning) (Scotland) Act 2004. As such, all Young Carers should now be recorded on SEEMiS as having ASN, regardless of whether they are known to a Young Carer organisation or not. A Young Carers level of need will depend on personal assessment. Many Young Carers will be at level 1, but some will be represented across all levels of need.

### **4. Young Carers and Childs Plans**

A recent audit of Childs Plan has identified that often a child or young person who has been identified as a Young Carer does not have their needs identified and supported through a Childs Plan. Young Carer Awareness raising materials have been developed; these materials include the under-noted which are available on Glow via the Equality and Diversity Section: (Insert hyperlinks).

- Appendix 1: Young Carers Training ppt.
- Appendix 2: Promoting Young Carers Support and Equality Assessment Tool
- Appendix 3: Head Teacher Quiz
- Appendix 4: Young Carers Information Leaflet
- Appendix 5: Exemplar Childs Plan which includes best practice for supporting Young Carers.

## Young Carers Identification Toolkit

Pupil	Class

### Definition

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<b>Identification Toolkit:</b>			
Young Carers often have <b>responsibility</b> for one or more of the following:		Y= Yes	N= No
1. Providing emotional support			
2. Domestic chores			
3. Personal care			
4. Medical care			
5. Looking after siblings			
6. Ensuring safety			
7. Managing finances			
8. Supporting communication(s)			
9. Other: please specify			
<b>Assessment Is this child a Young Carer? (please circle)</b>			
1. Yes      2. No      3. Further investigation			
<b>Does the child/young person have a Childs Plan?</b>			
1. Yes      2. No			
2. If yes: the above assessment details should be included in Childs Plan and identified and discussed at the next Childs Plan Meeting.			
3. If no: Enter details on SEEMis at ASN Level 1.			
<b>*Please see attached screenshot which shows this process.</b>			

## Young Carer - Exemplar Case Study 1

**Name:** Jean Warren

**Age:** 12

**Lead Professional:** Primary Head Teacher

### **Background Information relating to the child**

Jean lives in a small rural village with her parents and two younger siblings. Mum has mental ill health issues, her brother Jason has ASD and her younger sister Katie is diabetic. Jean is a very quiet child and may not say if she is experiencing difficulty with something. She is very caring towards her siblings, she looks out for them by regularly checking they are okay and plays with them during the school breaks.

### **Reasons for the Plan**

Jean finds processing information challenging and struggles to retain information long-term. She is at risk of experiencing anxiety separation from her siblings. This plan is to ensure effective information sharing and support strategies for transition to high school.

### **Basis to Assessment**

School staff have used the My World Triangle to assess strengths and pressures. Mr & Mrs Warren, Jean, the class teacher, the School Nurse and a Young Carer Service worker have met and their views have contributed to the assessment.

### **Assessment**

Jean enjoys school and her attendance is good. She is very gentle, caring and helpful towards others. She loves to draw and read and write stories, is passionate about animal welfare and enjoys nature. She enjoys working alongside others in her class and will willingly try new concepts and practical tasks. She cares deeply and feels a strong sense of responsibility for her family and their pets. She enjoys one to one time with adults and quiet time to think and do her chosen activities.

Jean's processing and information retention difficulties are an ongoing pressure for her. She is likely to need one to one tutorial support in high school in order to support and consolidate her learning. Due to her quiet nature she is unlikely to seek or request assistance. At times, her preoccupation with the welfare of her siblings is an added pressure which is presently relieved by her ability to check on them - she will not be able to do this when she moves to high school.

### **Current Needs/Risks**

Continue to support Jean with class work, she receives weekly input from the support for learning teacher. Ensure additional support is in place when she transfers to high school. Supportive preparation for separation from her siblings is required along with opportunities and support to develop peer friendships.

**ACTION PLAN 07:09:15**

Desired Outcomes/Short to Medium Term Targets	Actions/Methods	By Whom/When
Continue to support Jean with class work	Continue to meet targets outlined in IEP (section 4)	Class teacher & PSA as directed Weekly input from Additional Support Needs (ASN) Teacher
Extra transition visits to high school	School Health Nurse and Additional Support Needs Teacher will visit the high school with Jean	School Health Nurse & ASN Teacher. Head teacher to email Support for Learning Lead at high school and set dates
Explore with Jean particular aspects of transition e.g. making friends, resilience, dealing with change/loss and others' emotions	ASN teacher to work with Jean on a 1-2-1 basis. The Young Carer service will offer Jean a place on the next Season for Growth programme	ASN teacher by the end of the session. Seasons for Growth programme delivered by Young Carer service during May 2015
Jean's young carer role to be recognised and supported	Jean's young carer role to be registered on SEEMis. High School Guidance Teacher to be made aware of Jean's young carer role	Head Teacher to ensure registration is completed on SEEMis. Head Teacher/Young Carer Worker to ensure appropriate information is shared with high school Pupil Support Teacher

**Outcomes**

Jean will report feeling more confident in regards to her transition to High School.

Jean's additional support needs will continue to be met within her new environment.

Jean's resilience will be increased and she will develop friendships within her own peer group.

Jean's young carer role will be recognised and supported.

**Compulsory Measures**

None

**Child's/Carers' Views and Action**

Mrs Warren has approved the plan and is keen to ensure smooth transition to high school.

Jean states she is apprehensive about moving on to high school and is happy to work with others to support her.



## Young Carer - Exemplar Case Study 2

**Name:** Graham Jack

**Age:** 16

**Lead Professional:** Pupil Support Teacher

### **Background Information relating to the child**

Graham lives in a relatively large rural village with access to core amenities, the family do not have financial pressures. He lives with his father, step mother and half sibling, all of whom have significant support needs due to ill health, this can impact negatively on the resources available within the family to meet Graham's needs. He feels a strong sense of responsibility for ensuring the safety and wellbeing of family members and frustration where he is unable to fulfil this role. Graham shows a great deal of empathy and understanding for the adults in his life which may be at the cost of fully recognising the impact of his experiences on himself. He experiences extensive anxiety and can find it difficult to cope with school and home life.

Graham is a sociable and conscientious boy who has positive friendships within his peer group, and he has good attendance at school although late arrival has been an issue for some time. He has a part time job at a local hotel during the summer which is very successful.

### **Reasons for the Plan**

Graham requires support to develop positive and appropriate coping strategies with relation to anxiety. At times he can experience very low mood and has used self-harm to cope with this.

Graham's family relationships are complex. He lives in a household where all members have significant physical or mental health needs, and he has a role as a young carer. Transition work is required to help guide Graham onto independent living and a realistic and achievable career pathway.

### **Basis to Assessment**

Graham's father, step-mother, Clinical Psychologist, Social Worker, Pupil Support Teacher, School Health Nurse and Children's Services Worker have liaised with the author in order to assess Graham's needs. The My World Triangle was used to identify and assess strengths and pressures.

### **Assessment:**

#### **Strengths**

Graham has shown ability to make good use of the supports offered to him and is articulate in discussion. He is able to demonstrate an awareness of some of his vulnerabilities and is beginning to formulate plans and strategies for keeping himself safe from harm.

He has clear goals and is engaged with support to formulate realistic plans to achieve them. He is developing an understanding of finances, budgeting and other skills for independent living. His work experience is very positive for him.

Graham has positive friendships and enjoys the additional responsibility of his Peer Support role within the school. Graham’s father and step-mother are engaged with services providing support to him and, he receives a service from CAHMS and has a good relationship with his Pupil Support teacher and Children’s Services Worker.

**Pressures**

Graham can find his home situation difficult and has used self-harm as a coping strategy. He can at times experience very low mood. He sets high standards for himself and can become overwhelmed when trying to meet his educational expectations and/or the physical and emotional needs of his family members.

He expresses a sense of “not belonging” in the households of both his father and biological mother. At times he appears to struggle to reconcile the differences in lifestyle and values of the two households.

He can feel anxious leading up to homework deadlines and when arriving late to school, he has at times decided to stay absent to avoid potential awkward questioning by teachers and/or his peers.

Impacts of these strengths and pressures

Graham’s strong sense of responsibility is a strength and benefit to others but it has been seen to have a negative emotional impact on himself. He is currently working hard to make sense of his family background and to recognise and accept the differences in lifestyles.

Graham’s anxiety means he can find it difficult to cope with school, home life and his own high expectations. Missing time and target deadlines and dealing with potential consequences increases his anxiety and feelings of inability to cope.

**Current Needs/Risks**

- Help Graham to develop positive, safe coping strategies in order to stay safe
- Manage his family relationships and develop an appropriate sense of responsibility toward his parents and brother
- Develop a stronger sense of identity
- Succeed within the school environment
- Make realistic, achievable plans for his career pathway and independent living

**Action Plan 08/09/2015**

Desired Outcomes/Short to Medium Term Targets	Actions/Methods	By Whom/When
Graham is developing positive and safe coping strategies	Continue to attend appointments with Clinical Psychologist	Graham Clinical Psychologist

Graham feels more included within the family home	Dad and step-mother to ensure that Graham has a “presence” within the main body of the home	Father Step-mother
Graham has strategies for coping with his difficulties within the school environment	Continue to participate in the Peer Support programme	Graham, SFL, Pupil Support Teacher
Graham has the information he needs to develop realistic and feasible plans for career pathway and achieving independent living	Establish a late arrival notification slip for teaching staff which does not require further explanation. Appropriate homework deadline extensions available when required	Graham, Class Teachers, Pupil Support Teacher Admin
	Meet with Skills Development Scotland Key Worker to explore career pathway options	Graham, SDS Key Worker
	Go to CAB to find out about benefit entitlement if living independently and attending college	Graham, Children’s Services Worker
	Investigate, purchasing and running costs of a car	Graham, Father
	Fill in Housing Application form(s)	Graham, Children’s Services Worker

### Outcomes

Graham will develop positive coping strategies

Graham will feel a stronger sense of belonging within his family

Graham will report feeling more supported in school and his attendance record will improve

Graham will report that he is better informed regarding his career pathway and independent living options

### Compulsory Measures

None

### Child’s/Carers’ Views and Action

Graham would like to move out of the family home, but feels a responsibility to the family which would prevent him from doing so at the moment. He feels that it would be damaging for himself and everyone else in the family were he to do so. Graham is also aware that, whilst he feels he has looked after himself from a very young age, he may not quite be ready to live independently. He feels a strong sense that there is something he needs, or needs to do, but is not yet able to formulate this more concretely.

Graham’s father and step-mother have difficulty understanding Graham’s perspective on things and state that it can be difficult to get him to open up to them. They are both supportive of the plan.

**Supporting Young Carers through the Highland Practice Model**

**Stage**

**Background**

**Reasons for  
Plan**

**Basis to  
Assessment**

**Assessment**

**Current  
Needs/Risks**

**Action Plan**

**Outcomes**

**Child's/Carers'  
Views and Action**