

## **Appendix 1 Bradford Young Carers**

### **A Framework for Good Practice – 2018**

#### **1. Identifying Young Carers**

##### **Requirements:**

**The official definition of a young carer is '...a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work).' Children and Families Act 2014 Section 96.**

**Local authorities must find out if there are young carer in their area and if they have needs for support. This means the local authority must proactively identify young carers rather than wait for young people and their families to come forward and request an assessment. Local authorities are required to take "reasonable steps" to identify young carers in their area.**

**Promotion and adherence to relevant legislation affecting young carers.**

**All relevant professionals are aware of young carers and how to identify and support them effectively.**

RED Not meeting requirements yet (C)	AMBER Getting started (B)	GREEN Using good practice (A)
<p>All new social care staff (adults and children) given training on young carers as part of induction – could explore adapting eLearning induction package created by BDCFT.</p> <p>Ensuring where professionals are having appointments with adult clients at home at least one outside of school/college hours</p>	<p><b>GPs</b> –undertaken information sessions with GPs, working with Peoples Board, spoken to Patient Participation Groups, sent information re young carers to all GP surgeries.</p> <p>Flagging system within S1 under development to help identification of young carers accompanied by best practice guidance, also under development, for primary care on importance of identification of young carers.</p> <p>Using <b>Early Help Gateway</b> and Early Help panels to better identify young carers</p> <p><b>Adults</b> (Julie Robson Joyce) started to look at adapting the young carers pathway created by BDCFT. This needs following up to see what progress has been made.</p>	<p><b>Bradford District Care Foundation Trust (BDCFT)</b> – carers pathway created in partnership to allow BDCFT staff upon identifying a carer to refer onto appropriate support – this has led to an increase in referrals to Barnardo’s Young Carers service from BDCFT staff, BDCFT have identified carers champions across their organisation who have all accessed training to cascade to their colleagues on identifying carers, all new staff have to do eLearning on carers as part of induction, BDCFT going for Triangle of care (<i>Triangle of Care. The 'Triangle of Care' is a working collaboration, or "therapeutic alliance" between the service user, professional and carer that promotes safety, supports recovery and sustains well-being</i>) recently achieved phase 1.</p> <p><b>Schools work</b> – all schools across district (bar special schools) offered work from Barnardo’s – encouraged to sign up to the Young Carers Policy and as such identify a lead in the school to be responsible for</p>

	<p>Undertake audit of adult assessments to check out if young carers are being identified</p>	<p>young carers. Barnardo's then offer to train the lead to ensure they know how to effectively identify young carers in the school. To date (03-05-18) all high schools (100%) have signed up – 7 left to train, 118 primaries (75%) have signed up – 58 still to train.</p> <p><b>School nurses</b> – trained to use screening sheet to identify whether and child/young person is a young carer. All pupils in Years 6&amp;9 have health assessments which ask questions about potential caring roles. School nurses also consider if maybe young carer &amp; ask at any contact i.e Tier 1 assessment/ drop-in sessions.</p> <p><b>Adult services</b> – questions to enable social workers identify young carers in the household have been placed within assessments.</p>
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**What needs to change? Describe areas of concern**

Data collection and making a difference – do we capture this in the most effective way?

**Actions that need to happen to improve practice. Prioritise what actions need to happen.**

- 1 Adult and children's services need induction in relation to identifying young carers – **Adult and**

### **Children's Social Care**

- 2 Date for completion of system one flags for primary care – will need to write some guidance for this in relation to what needs to happen – **Clinical Commissioning Group ( CCG ) rep**
- 3 School nurse and school staff – role of the school nurse – do we need a template to capture outcomes – and details such as how many times has the SN used the screening tool where do they put their data on young carers and make sure we do not double count with other agencies.- **School nurse lead**
- 4 Check with Shirley provision of support around health of young carers described in the MOU (page 11) is happening – **Children's Social Care**
- 5 To talk to BDCFT in relation to sharing their e-learning package – **CCG rep**
- 6 Audit of adult services and how often they identify a young carer.- **Adult Services and BDCT rep**
- 7 To think about refresher training for schools and be clear about who is trained how often this will be delivered and that schools need to let Barnardo's know should their lead leave.- **Service provider**
- 8 To ensure that the school nurse tender includes the continued use of the screening sheet and related training **Children's Social Care**
- 9 To look at data, in relation to whether we are making a difference to children and capture if so how?- **All**

## **2. Assessment**

### **Requirements:**

**If there is an adult being looked after, then the local council has a duty to consider whether there are any children involved in providing care, and if so, what the impact is on that child.**

**The local council have a duty to assess 'on the appearance of need' (ie without a 'request' having to be made). They also have a more general duty to 'take reasonable steps' to identify young carers in**

**their area.**

**The local council must involve the child with caring responsibilities, their parents and any other person the young carer requests in the assessment process. The assessment itself must look at whether or not the young carer wishes to continue caring, and whether it is appropriate for them to continue caring. When doing this they have to take into account any education, training, work or recreational activities the young carer is or wishes to participate in.**

**Young carers wishes and feelings listened to and acted upon.**

RED Not meeting requirements yet (C)	AMBER Getting started (B)	GREEN Using good practice (A)
<p>Need to establish number of assessments undertaken on young carers other than by Barnardo's and what support is offered. Are young carers getting what they are entitled to – e.g. if the family didn't want.</p>	<p><b>Frontline staff</b> in adult services – trained to ensure whole family approach to assessment and care planning.</p> <p><b>Gateway Hub (Prevention and Early Help services)</b> assessing and responding to referrals (utilise SOS). Need to determine these need requirements from care Act</p> <p><b>Multi-agency Safeguarding Hub (MASH)</b> thresholds.</p>	<p><b>BDCFT</b> Carers pathway supports staff to signpost young carer onto relevant service for assessment.</p> <p>Young Carers who come through <b>Barnardos</b> have a holistic assessment (inc doing a parent assessment) to identify strengths and weaknesses. It explores their caring role, education, social life, emotional wellbeing, safety etc. Young carers wishes and feelings are taken on board and addressed.</p> <p>Use of <b>Signs of Safety</b> to assess strengths and weaknesses.</p>

### Date and details of review and plan

- What needs to change? Describe areas of concern.

Assessments of adults – not sure how many cases of adults assessments where young carers are identified  
Do gateway and cluster how many cases coming in are because of young carers  
How do we know we have made a difference to young carers?  
Are Transition Assessments being undertaken?

### Actions that need to happen to improve practice. Prioritise what actions need to happen

- 1 Need data off adult services in relation to identified young carers and impact of assessment – **Adult Social Care and BDCFT rep**
- 2 Need to be clear about young carer referrals and counting and not duplicate Barnardos and gateway figures.-**Children's Social Care/Service provider**
- 3 Before and after screening – what difference does this make – (see template for assessment) **School Nurse rep and Service Provider**
- 4 Have a meeting re: data – **All**

### 3. Information and advice

#### Requirements:

**Local authorities have a duty to provide information and advice to individuals with support needs and their carers (inc young carers) This information must be provided in timely manner and be in a format that can be understood by the person and/or young carer.**

RED Not meeting requirements yet (C)	AMBER Getting started (B)	GREEN Using good practice (A)
<p>All <b>new social care staff</b> (adults and children) to be given training on young carers as part of induction – to include ensuring they are aware of information and advice and support they can signpost them onto.</p> <p>Information and advice <b>available and accessible</b> for all communities.</p>	<p>Ensure <b>Gateway Hub</b> and locality panels aware of young carers and support entitled to</p> <p><b>GP surgeries</b> have all had information sent to them</p> <p>A range of services given training over last couple of years on young carers and how to support them including:  School Governors  Connexions  BDFCT staff  Families First  CAMHS</p>	<p>For those families accessing <b>Barnardos</b> – information provided on range of issues in formats that are accessible and user friendly</p> <p><b>BDCFT</b> – pathway ensures they sign post carers onto relevant support agencies who can offer further advice and information.</p> <p><b>Local offer</b> website</p> <p><b>Schools Work</b> – teachers who have accessed the training receive a resource pack full of information, advice, tools etc. they can use with their pupils.</p> <p><b>School nurses</b> – aware of support services to signpost young carers onto.</p>
Date and details of review and plan		
<ul style="list-style-type: none"> <li>• What needs to change? Describe areas of concern.</li> </ul> <p>Not sure how clear is the information that signposts young carers</p>		

Actions that need to happen to improve practice. Prioritise what actions need to happen.

- 1 Test the various sites for information BSOL/ LO/Bradnet –**CCG rep/Commissioners /Childrens Social care**
- 2 Induction figures –**CCG rep /Service provider**

#### **4. Health and Wellbeing – including personal support and community based support**

##### **Requirements:**

**The Care Act introduces a new duty on local authorities to provide services to take steps which it considers will contribute towards preventing, delaying or reducing needs for (statutory) care and support in its area. This applies to everybody – not just those with eligible needs. This is in recognition that if you can help people maintain their wellbeing you can prevent them from needing to use formal services, or for their caring role to break down in a crisis.**

**Where a young carer's eligible needs are identified as requiring support, local councils (and/or commissioned provider) will have to:**

- **provide support directly to the young carer or**
- **demonstrate that the 'cared for person's' assessment has provided adequate care and support to prevent inappropriate care being required from the young carer**

**Under the Care Act, a carer with eligible support needs is entitled to a carers personalised budget – this sum of money can help get a carer the support they need to meet their eligible needs.**

RED Not meeting requirements yet (C)	AMBER Getting started (B)	GREEN Using good practice (A)
<p>Do assessments for cared for person demonstrate adequate care and support for the adult has been addressed to prevent inappropriate care for the young carer. Are there any gaps? Look at sample audit on <b>Fair Access to Care (FAC) assessments.</b></p> <p><b>Discharge procedures</b> –Are young carers own health needs considered in the discharge process?</p>	<p><b>System 1 /GPs</b> – Developing flagging system for young carers.</p>	<p><b>Barnardos</b> – emotional wellbeing work e.g. WRAP, referring cared for person onto support that they are entitled too, referring young carer into local activities within community, peer support, holiday/social activities, use of grants to support wellbeing. Support plans created in conjunction with young carer and cared for person and agreed by both parties.</p> <p>Barnardos – delivered various training/briefings to agencies (sometimes involving young carers themselves)</p> <p>Young carers getting involved in <b>Peoples Board</b></p> <p><b>School nurses</b> – utilising screening tool to identify if a child/young person is a young carer if yes and they consent will refer to Barnardos. For those who do not consent they look at alternative provision but will also do some individual work so for example help with low self-esteem or understanding</p>

		condition they care for & refer to other agencies as needed. SN will always give information of our service and how they can access in future if support not wanted at the time.
<b>Date and details of review and plan</b>		
<ul style="list-style-type: none"> <li>• What needs to change? Describe areas of concern.</li> </ul> <p>1. Identify appropriate place in the health system for discussion around discharge procedures and instigate – <b>CCG Rep</b></p>		
<b>Actions that need to happen to improve practice. Prioritise what actions need to happen.</b>		

<b>5. Participation</b>		
<b>Requirements:</b>		
<ul style="list-style-type: none"> <li>• <b>Young carers are able to become actively involved in decision making and planning around the person they care for</b></li> <li>• <b>Young carers voices are heard at strategic level</b></li> </ul>		
<b>RED</b> Not meeting	<b>AMBER</b> Getting started (B)	<b>GREEN</b> Using good practice (A)

requirements yet (C )		
<p><b>Young carers</b> acknowledged and heard in regards to care plans etc – service users inform Barnardo’s that they are not spoken to for their opinions in relation to person they care for. Appointments are often happening when young carer is not there so they become more <b>invisible</b>. Where young carers have been present they are often told to leave the room etc.</p> <p><b>Discharge plans</b> – young carers not spoken to or involved in process</p>	<p><b>Young carers partnership</b> – is established. Need to strengthen partnerships with some areas such as adult social care and education.</p> <p>Young carers to be involved in future commissioning processes</p>	<p><b>Young carers committee</b> – group made up of open and closed cases to Barnardo’s. The group feed into consultations, design and delivery of service.</p> <p>Young carers involved in reporting to Overview and Scrutiny every year.</p> <p><b>BDCFT Carers in Action</b> and <b>Carers Experience and Involvement group</b> have some meetings where young carers participate</p> <p>Young carers involved in training and briefing sessions either directly or via resources they created</p> <p>Young carers involved in recruitment at Barnardos</p> <p><b>Radio show</b> – young carers produce their own show that goes out once a month on BCB radio often discussions around issues for young carers.</p> <p><b>Peoples Board (for CCG)</b>– meeting with young carers once a quarter to take their</p>

		ideas/concerns back to develop.
<b>Date and details of review and plan</b>		
<ul style="list-style-type: none"> <li>What needs to change? Describe areas of concern.</li> </ul> Need to reach more young carers other than those in service within the commissioning process.		
<b>Actions that need to happen to improve practice. Prioritise what actions need to happen.</b>		
1. Survey monkey completed and sent to all schools and vol orgs – results back in September <b>CCG rep/Children’s social care/commissioning</b>		

## 6. Education

**Requirements:**

- Educational establishments to demonstrate they support young carers**
- Young carers should be able to actively engage in education and be able to achieve and attend despite their caring role**
- Young carers future aspirations should not be limited because of their caring role**

<b>RED</b> Not meeting requirements yet (C)	<b>AMBER</b> Getting started (B)	<b>GREEN</b> Using good practice (A)
<b>Special schools, colleges and universities</b> – these have not been included as part of the Education	<b>High schools</b> to adopt young carers card –some work was started on this but needs a review to establish where it is and to pick it up	<b>Schools work (Barnardo’s)</b> As detailed previously plus any young carers Barnardos work with where there are educational concerns they liaise with family and educational establishment to support and find

work Barnardos has undertaken

**Moving on from high school** – Consider this transition and whether Barnardos could have a similar group to what they deliver for those moving onto high school.

**Carers allowance and 'part time' courses** – this is an issue for young carers which can force them out of education. Can LA support local colleges etc to not state full time when it isn't!

**Transitions to adult services** – The Adult Carer Service had a dedicated Young Adult Carers worker but funding is no longer available for this. Barnardos do encourage and support young carers to move onto relevant support services.

The Care Act 2014, significantly strengthened the rights of young carers at transition into adulthood. If a young carer is likely to have needs when they turn 18, the local authority must now assess them if it considers there is "significant benefit" to the individual in doing so. This is regardless of whether the

resolutions.

**School nurses** – use of screening tool and health assessments and support they can provide young carers will therefore work towards ensuring the young carer can enjoy and achieve in education. Deliver mental health assembly in year 7 and discuss young carers at this too.

**Yr 6 Transition work** – young carers working with Barnardos who are in final year of primary school are offered a transitions group in the summer holiday period which brings them together to prepare for the move to high school – with their consent we ensure the new school are aware of their caring role and who can support them. There is also a reunion session around October to see how they settle in etc.

**UCAS** applications – Barnardo's supported and were actively involved in the changes that are being made for applications from this year to allow young carers to highlight their caring role.

	<p>child or individual currently receives any services. Barnardos doesn't have many cases at all after the age of 16 years. This could potentially be a gap in the service. What is happening for these young carers – are they being picked up by the adult carers service?</p>	
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**Date and details of review and plan**

- What needs to change? Describe areas of concern.

Transition being an integral part of the service.

**Actions that need to happen to improve practice. Prioritise what actions need to happen.**

1. Contracted service should have good links with adult service providers – **1st April 2019**
2. Ensure adult service specification includes transition. – **date of new tender and in new Adult strategy June 2019**