

Making Time for Young Carers in Surrey Seminar

Housekeeping

- Please stay on mute at all times
- This seminar is being recorded and it is hoped to be able to make this recording available to others following the event
- Please use the chat box to introduce yourself
- Please also use the chat box to raise any questions, we will try to capture all of the questions and seek a response from speakers and make comments available to all
- For the Angel Award scheme presentation, there will be someone available to respond to questions in the chat box

Welcome to the Surrey Carers Partnership Board Seminar, Making Time for Young Carers in Surrey

12:30pm	Welcome Dr Sue Tresman, Independent Carers Lead for Surrey
12:35pm	2023 The Year of the Young Carer? Andy McGowan, Policy and Practice Manager, Carers Trust
1:05pm	Young Carers in Schools Adem Ruggiero-Cakier, Carers Trust Michelle Gregory, The Children's Society
1:25pm	Making Time for Young Carers in Surrey schools/Angel Award Scheme Jackie Sanders and Claire Galvin, Surrey Young Carers Becky Hopkins, The Weald Primary School
1:45pm	Making Time for Young Adult Carers in Surrey Colleges Sebastien Angwin, Guildford FE and HE College Melanie Pearl, Reigate College
2:05-2:15	Break
2:15pm	The impact of COVID-19 on young carers Dr Kate Blake-Holmes, University of East Anglia
2:30pm	Mindworks Emotional Health and Wellbeing offer to Surrey schools Dr Rebecca Scarth, Surrey and Borders Partnership Trust
2:55pm	Thanks and Close



2023 – The year of the young carer?

Andy McGowan

Policy and Practice Manager (Young Carers and Young Adult Carers)

@andy_mcgowan

#YoungCarersActionDay

Why such cause for optimism?

- APPG on Young Carers and Young Adult Carers
- Census 2021
- Health and Care Act 2022
- “No wrong doors”
- School Census; UCAS
- SNOMED codes
- Young Carers Alliance
www.youngcarersalliance.org



Why is this focus needed?

- ❑ More than half (51%) reported spending 20-49 hours of caring per week.
- ❑ 56% said the cost-of-living crisis is either 'always' or 'usually' affecting them and their family, and 32% 'always' or 'usually' face additional costs because they are an unpaid carer.
- ❑ 44% 'always' or 'usually' feel stressed because of being a young carer or young adult carer, and 27% either 'never' or 'not often' feel they get enough sleep.
- ❑ 40% of young carers and young adult carers said caring 'always' or 'usually' affects how much time they can spend with their friends.



**BEING A YOUNG CARER
IS NOT A CHOICE;
IT'S JUST WHAT WE DO.**

THE VOICES AND EXPERIENCES OF YOUNG CARERS
AND YOUNG ADULT CARERS FROM ACROSS THE UK

March 2023

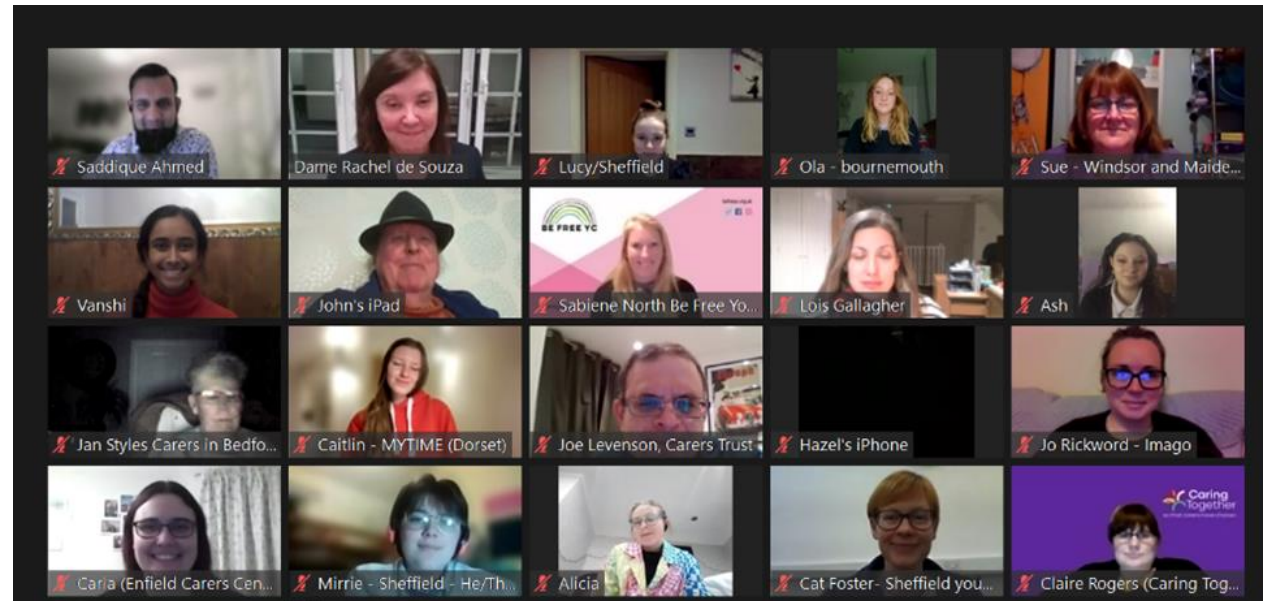
**CARERS
TRUST**

- 40% either 'never' or 'not often' get help in education to help balance caring and school, college or university work
 - 33% did not feel that their needs were understood either 'at all' or 'very well' by their school, college or university.
 - 33% said they 'always' or 'usually' struggle to balance caring with school, college or university work
-
- Other surveys have found that around 2/3 of young carers experience bullying, with 1 in 3 being bullied because of being a young carer
 - Caring responsibilities have also been shown to negatively impact upon academic performance at school compared to peers.
 - Young adult carers are less likely to obtain a degree



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Trivia: Who is responsible for the following quote???

“It is a capital mistake to theorize before one has data”

Trivia: Who is behind the following quote???

“It is a capital mistake to theorize before one has data”

Sherlock Holmes (courtesy of Arthur Conan Doyle)

- Census 2021
- School census
- UCAS data
- COSMO study
- UK Household Longitudinal Study



Census 2021 – What did it tell us?

- A 'drop' in the number of young carers and young adult carers recorded (**Big caveat!**)
- An increase in the proportion of young carers providing 20+ hours of care a week
- An absolute increase in the number of young adult carers providing 50+ hours of care a week
- Young carers and young adult carers more likely to live in high areas of deprivation

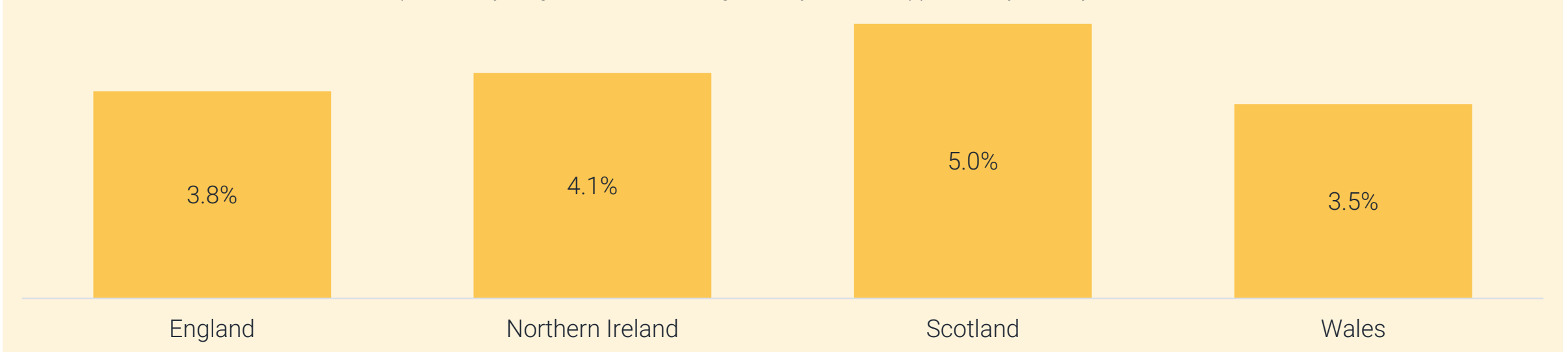
A purple rectangular box with the text 'census 2021' in white, lowercase letters. The 'c' is stylized with a rounded bottom. The '2021' is in a standard sans-serif font.

census 2021

The number of UK applicants sharing their status as a young adult carer

- 4% of those who applied by the October deadline
- 5% of those who applied by the January deadline

Proportion of young adult carers among January deadline applicants by country of domicile

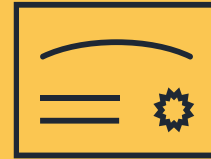


The UCAS application data shows:

Compared to young applicants without caring responsibilities...



More likely to apply within 30 minutes of home



Less likely to apply to the most selective institutions



More likely to share a disability, especially a mental health condition



Strong preference for health and social care, nursing and midwifery

Survey respondents told us:



Ability to travel home easily, if living away from home, was an important factor



Possibility to balance studies with part-time work was another important factor



Majority received no guidance about going to HE as a young adult carer



Strongly motivated by studying the subject they love, and deepening knowledge or skills in a particular area

- Census 2021 – Think beyond ‘people-counting’
- Policy/political landscape - Major Conditions Strategy
- Pressures on health, social care and education
 - Operational
 - Financial
- Where next for the NHS Long-term plan?

How do we ensure that rights are actually a reality?

There is a need for the entire ‘system’ to ‘Think Carer’ and ‘Think family’

But why does 'Think family' matter?

- If nothing else – it would reduce duplication and lends itself to a more efficient and logical approach to support (families don't operate in silos or defined boxes)
- But it goes beyond that...

But why does 'Think family' matter?

Question for the chat... In a Young Carers Alliance snapshot survey of young carers last year, how long on average did young carers care for before being linked into support?

But why does 'Think family' matter?

Question for the chat... In a Young Carers Alliance snapshot survey of young carers last year, how long on average did young carers care for before being linked into support?

Answer... 3 years

Some young carers were caring for more than 10 years before being identified

Too many missed opportunities...



Social Worker
(Mental Health)

Police

Adult Social
Care

School

Hospital – Mental Health

Social Worker
(Children's Services)

Mental Health
Crisis Team

GPs

Hospital – Ward staff

Local
authority
safeguarding

Hospital – Discharge staff

Community
Mental Health
Teams

Ambulance
Crew

Pharmacy





“I’m not here to tell you how to do your job –
I’m here to disrupt your thinking”

- School Census – Next steps? Colleges? Universities?
- No Wrong Doors – Making joint working the norm
- Mental Health Services
- Health and Care Act 2022 – Turning rights to reality
- Support for Young Adult Carers and transitions
- How are you using data available?
- Don’t forget the Carer’s Leave Bill...

**How do we make every day a
Young Carers Action Day???**



#YOUNGCARERSACTIONDAY



The Young Carers Alliance

A network of over 150 member organisations and 300 individuals committed to improving support for young carers and young adult carers

- **Information-sharing**
- Weekly bulletin; regular webinars
- **Networking**
- **Collaboration opportunities**
- **Strong, collective voice**

www.youngcarersalliance.org

"I really appreciate all the collation of information and the chance to hear about and join policy discussions – this is the kind of 'stepping back' and seeing the 'bigger picture' that often gets missed in our day to day work while we're so busy dealing with the every day nitty gritty of young carers on the ground."

"I'm finding the bulletins really useful and I'm promoting the Alliance to our Triangle of Care leads across our Trust.

We have also incorporated information from the Alliance into our carer awareness training and also intend to update our website with links to the Alliance"

So... what will you do to help ensure 2023 is the year of the young carer???



**Will you pledge your
support for young carers
and young adult carers?**

www.carers.org/ycpledge



Thank you

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@carerstrust



@carerstrust



@carers.trust

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Young Carers in Schools

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**The
Children's
Society**



Young Carers in Schools

Overview & what it involves

A free initiative that makes it as easy as possible for schools to support young carers, and awards good practice.

Run jointly by Carers Trust and The Children's Society, the Young Carers in Schools (YCiS) programme works with schools across England to share good practice, provide relevant tools and training, and celebrate the great outcomes many schools achieve for young carers.



Young carers attend and enjoy school and reach their full potential.



Improve young carers' wellbeing and ensure they are better prepared for independent lives



Young carers to have the same life opportunities as other children.



Parents and carers are supported to enable their children to attend school



Enable schools to identify and support young carers.



A school culture is created which is fully accessible, and understands and respects disability and caring.



YCiS Step-by-step Guide



YCiS Award



YCiS Newsletter





Young carers experience in schools

- Young carers have significantly lower educational attainment at GCSE level – the difference between nine Cs and nine Ds (The Children’s Society, 2013).
- 40% said they ‘never’ or ‘not often’ get help from school or college to balance caring and school or college work (Carers Trust, 2023).
- 28% said they ‘never’ or do ‘not often’ have someone at school who understands about them being a young carer (Carers Trust, 2023).
- 44% of young carers or young adult carers ‘always’ or ‘usually’ feel stressed (Carers Trust, 2023).



Identification

The total figure of young carers in school is not known, which means many young carers continue to remain hidden and unsupported

Why are many young carers hidden?

- Young carers do not realise that they are a carer or that their life is different to their peers
- They don't want to be any different from their peers, so they don't draw attention to their caring role
- There has been no opportunity to share their story, or they see no reason to as they don't believe any positive action will occur as a result of doing so

“It is crucial to identify young carers as early as possible in order to support their wellbeing which will in turn help keep their grades and attendance levels up – which also benefits the school.”

Young carer

“I often wonder had I got support earlier, would my grades have suffered as much as they did?”

Young carer



Whole School approach

Implementing a whole school approach & ensuring all staff have the knowledge and confidence to identify and support young carers

- Assigned members of staff – senior & day to day
- Promote positive information about disability, illness and young carers
- Listen to young carers & provide them time and space to talk
- Embed young carers in existing school systems
- Support and signpost young carers and their families

Why?

- Reduces stigma
- Increases identification & promotes self identification
- Respects young carers' information
- Creates long term change

YOUNG CARERS IN SCHOOLS **CARERS TRUST** & **The Children's Society**

Step 5

Tool 1: Recommended points to include in a whole school commitment

Purpose

This checklist contains recommended points that schools should include in a whole school commitment for young carers and their families for display throughout the school. The specific information that schools will need to capture in the commitment will depend on the extent of the school's wider provision for young carers and whether they are:

- Just beginning to develop provision for young carers and focusing on the basics.
- Building on the basics to better meet young carers' needs.
- Striving to achieve best practice.

To effectively identify and support young carers, all schools should review progress regularly (see **Step 2: Reviewing your school's provision for young carers**) with a view to ultimately achieving best practice.

TOOL 5

STEP 1
STEP 2
STEP 3
STEP 4
STEP 5
STEP 6
STEP 7
STEP 8
STEP 9
STEP 10

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Where to begin?

Baseline Review

Review your school's current provision for young carers to help identify strengths, weaknesses and priorities, and agree actions to be taken forward.

Securing commitment of school leaders



To embed a whole school approach where young carers feel safe and confident to access support, it's vital SLT and the governing body understand young carers' issues and are committed to meeting their needs

- Young carers' reflected in school planning e.g. whole school improvement plan
- Appropriate staff training
- Use of school resources to target young carers e.g. Pupil Premium funding
- All staff know how to identify young carers

Resources for SLT and the governing body:

- Exemplar introductory letter to governors about young carers
- Young Carers Senior Leadership Team Lead duties checklist
- Roles and responsibilities of a governing body
- Targeting Pupil Premium, good practice examples

Young Carers in Schools Award: Bronze level		CARERS TRUST & The Children's Society				
Award Criteria	What this looks like in practice	Relevant tools from the Step-by-step Guide	RAG Status	Proposed Action	Lead	Target completion date
Standard 1: Understand: There is a Young Carers' Senior Leadership Team Lead (with strategic responsibility for young carers) and a Young Carers' School Operational Lead (with responsibility for managing the school's provision for young carers on a daily basis). These staff are clearly identifiable to young carers, their families and school staff.	There are assigned staff members with responsibility for understanding and addressing young carers' needs N.B. Depending on the size and structure of your school the Senior Leadership Team Lead and Operational Lead could be the same person. • Information about who these members of staff are, and how to contact them, is available on pupil and staff noticeboards, intranet/shared drive and webpage.	• Step 3 Tool 1: How to identify a Young Carers Senior Leadership Team Lead • Step 4 Tool 1: How to identify which member of staff is best placed to become the Young Carers Operational Lead				
Standard 2: Inform: Awareness is raised by sharing information is available to all pupils, staff and governors highlighting disability issues and young carer issues i.e.	Awareness is raised by sharing knowledge about disability, illness and young carers throughout the school • A letter has been sent to governors to raise awareness about young carers and mentioned at a governors meetings • There is a staff noticeboard, endorsed by the school leadership team. • There is a pupil noticeboard and/or webpage containing a commitment to whole school working.	• Step 3 Tool 2: Exemplar introductory letter to governors about young carers • Step 5 Tool 1: Recommended points to include in a whole school commitment • Step 7 Tool 2: Exemplar staff noticeboard material • Step 8 Tool 1: Exemplar noticeboard material				

Dear Governors
School: [Insert name of school here]

Meeting the needs of young carers: Information for governors

We are aware that some of our pupils are young carers – children under 18 who look after someone in their family or a friend who is ill, disabled, or has a mental health problem or an addiction. Young carers are a vulnerable and disadvantaged group who frequently experience difficulties in their education as a result of their caring role. They are often eligible for free school meals and Pupil Premium Funding.

Identifying and supporting pupils with caring responsibilities is a low cost and effective way of improving the attainment of this often low achieving pupil group. We are therefore keen to ensure that our governors have the information and resources they need to consider the needs of young carers as part of their evaluation of the school's provision and how well it meets the needs of our pupils.

As part of the Young Carers in Schools programme, a national initiative to equip schools and award effective practice, Carers Trust and The Children's Society have produced specific resources for governors. Relevant resources are enclosed and include:

- Key information about young carers and the potential impact a caring role can have on a pupil's academic achievement, attendance and wellbeing.
- The roles and responsibilities of the governing body in ensuring effective provision for young carers.
- Frequently asked questions for school governors and senior leadership teams.
- A checklist to support governing bodies in evaluating the effectiveness of their school's provision.
- Further information about the Young Carers in Schools programme.

We recommend that governors schedule an agenda item to discuss their school's support for young carers. We encourage the governing body to consider appointing a lead governor with this remit and to agree how the governing body will carry out its responsibilities in relation to young carers.

The school **has/intends** to appoint a Young Carers' School Operational Lead who will carry out a baseline review of the school's current provision for young carers and their families. We will provide a summary of this review and relevant recommendations prior to your discussion.

Yours faithfully
[Insert name]

TOOL 2
STEP 3



Selected tools

YOUNG CARERS IN SCHOOLS	CARERS TRUST & The Children's Society	STEP
First steps...	Completed?	STEP 1
Ask the young carers' service what support it provides to young carers and their families and the eligibility criteria that the service works to.		STEP 2
Find out what support the young carers service is able to provide to schools.		STEP 3
Agree what support will be delivered...	Completed?	STEP 4
Agree on aims and objectives for the work to be undertaken in school.		STEP 5
Ensure common understanding about what the eligibility criteria means for which pupils they would work with and when.		STEP 6
Agree what support will be paid for by the school through funds such as Pupil Premium.		STEP 7
Agree how and when partnership working will be reviewed.		STEP 8
Developing joint-ways of working	Completed?	STEP 9
Agree procedures for sharing information regarding pupils' attainment, attendance and wellbeing and the impact of interventions being delivered by the school and/or the young carers' service.		STEP 10
If appropriate...		
Agree on the duration and times the young carers' service will be in school to deliver support to the school and/or young carers.		
Agree on rooms, equipment and resources the young carers' service can use.		
<ul style="list-style-type: none"> Offer access to the school staff room and a PC. If the young carers' service is providing targeted interventions to pupils, offer rooms with privacy, where pupils and staff feel comfortable. 		
Agree methods of communication between the school and the young carers' service regarding school closures/staff sickness, schedule changes, such as fire drills.		
Set up a pigeon hole for the young carers' service.		
Agree how pupils will communicate with the young carers' service.		
Agree a protocol for if and when the young carers' service can contact the young carer or family independently of the school.		
Make the young carers' service the school's charity.		

Checklist for effective partnership working between schools and young carer services (Step 6 Tool 7)

YOUNG CARERS IN SCHOOLS	CARERS TRUST & The Children's Society	STEP
What are the requirements on young carers to participate post-16?	Following the raising of the participation age, young people, including young carers, are required to continue to participate post-16. This does not mean young people must stay in school post-16 but are able to choose from: <ul style="list-style-type: none"> Full-time education (for example, at school or college). An apprenticeship or traineeship. Part-time education or training combined with employment or self-employment for 20 hours or more a week. 	STEP 1
How can schools enable effective transitions for young carers post-16?	When fulfilling its duty to provide independent careers advice, the school should ensure advice: <ul style="list-style-type: none"> Recognises pupil's caring responsibilities. Provides a balanced view of courses and subjects and encourages young carers to think broadly about their ambitions and aspirations. Supports them to consider all available options. Recognises any additional skills they have developed in their caring role. Encourages them to identify and record transferable skills they use in their caring role so they might use them to their advantage in the workplace. Includes information about the financial support that exists for young adult carers going to college and university at an early stage. This will enable young people to plan their futures without the uncertainty that currently exists. 	STEP 2
What are the requirements on schools to support carers to participate post-16?	Schools have a duty to secure access to independent careers guidance for all pupils, including young carers, in school years 9-11. This careers guidance must: <ul style="list-style-type: none"> Be presented in an impartial manner. Include information on the full range of post-16 education or training options, including apprenticeships. Promote the best interests of the pupils to whom it is given. 	STEP 3
	The Young Carers' School Operational Lead should also establish links with schools, colleges, training providers and universities to plan and agree information sharing protocols and processes to support young carers through transition.	STEP 4
	As part of this duty, it will be important for schools to ensure the careers guidance supplied to young carers takes into account their caring role.	STEP 5
		STEP 6
		STEP 7
		STEP 8
		STEP 9
		STEP 10

Supporting young carers to participate post-16 (Step 6 Tool 9)

YOUNG CARERS IN SCHOOLS	CARERS TRUST & The Children's Society	STEP
What are the common types of support that young adult carers need?	<ul style="list-style-type: none"> Support to identify options of moving out of home. Careers advice that takes account of their caring responsibilities. Information about alternative care for the person they cared for. Financial advice. Information about bursaries and support available at further and higher education institutions. More information about different degrees and options for further education. Support to gain good grades, including flexible deadlines, homework and coursework support sessions. Schools can also notify examination boards to secure coursework extensions and/or extra time in exams. 	STEP 1
	assessments, local authorities will need to consider: <ul style="list-style-type: none"> What needs the young carer is likely to have when they turn 18. The impact of caring on the carer. The things that a carer wants to achieve in their own day-to-day life. 	STEP 2
	A transition assessment must also consider other important issues, such as: <ul style="list-style-type: none"> Whether the carer is able or willing to carry on caring. Whether they work or want to work, whether they want to study or do more socially. Whether other options beyond formal services might help the individual achieve their desired outcomes. 	STEP 3
	What is the role of schools?	STEP 4
	The responsibilities are placed on the local authority – children's services and adult services will need to work closely together, but other services, including schools will need to play a role, ensuring they refer identified young carers for an assessment where appropriate.	STEP 5
	What is the government's approach to young carers in transition to adulthood?	STEP 6
	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 child or individual currently receives any services. When a young carer approaches their 18th birthday, they may also ask for an assessment. As in all	STEP 7
		STEP 8
		STEP 9
		STEP 10

Supporting young carers to transition into adulthood (Step 6 Tool 10)



YOUNG CARERS IN SCHOOLS

Selected tools

YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Lots of pupils look after someone in their family or a friend who is ill, disabled, or has a mental health problem or an addiction.

They may help by:

- Shopping, cooking, cleaning
- Managing medicines or money
- Providing personal care
- Helping get people out the house
- Keeping an eye on someone
- Providing emotional support

“We spend most of our time at home or school, so it’s vital that schools recognise and understand our needs, wants and aspirations”
A pupil who looks after someone at home

“Having time with other Young Carers is good because they know how I feel.”
A pupil who looks after someone at home

You might be a young carer or young adult carer and there’s support available for you.

Whether you are looking for advice, support, or just someone to talk to, get in touch with the Young Carers School Operational Lead:

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YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Do you have pupils that are...

- Absent from lessons
- Struggle to take part in after school activities or trips
- Late with homework
- Tired or distracted
- Concerned about keeping their phone on, or staying in touch with a family member during school hours

40% said they 'never' or do 'not often' have someone at school to talk to about being a young carer or young adult carer

They might be a young carer or young adult carer - young people who look after someone in their family or a friend who is ill, disabled, or has a mental health problem or an addiction.

If you suspect a pupil may be a young or young adult carer, talk to your Young Carers School Operational lead or contact your local carers service:

“I have witnessed young carers grow from strength to strength once they are identified and support is in place”
A Young Carers Operational Lead

YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Who are young carers?

A young carer is someone under 18 who looks after someone at home who is ill, disabled, has a mental health condition or addiction problem.

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YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Identifying and Supporting Young Carers

Name of presenter, job title

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YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Step 8

Tool 3: Lesson Activity - Young Carer Quiz

Questions

- How many young carers are there in the UK?
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10
- How many young carers would you expect in a secondary school of 1,000 pupils?
 - Helping their relatives do chores makes them a young carer.
 - They aren't a young carer if they don't care for a parent.
 - They are a young carer if someone they support has an illness, disability, mental health problem or an addiction.
- Children can't start a caring role until they are eight years old. True or False?
 - If a young carer doesn't speak up about their caring role or is doing well at school then they don't need support. True or False?
 - Most young carers don't want to go to college or university. True or False?
 - The number of recognised young carers is increasing. True or False?
- Most young carers provide care for under 10 hours a week. True or False?
 - Shopping, cooking, cleaning
 - Managing medicines or money
 - Providing personal care
 - Helping get people out of the house
 - Keeping an eye on someone
 - Providing emotional support
- Around 20% of young carers or young adult carers don't have someone at school they can talk to. True or False?
 - Shopping, cooking, cleaning
 - Managing medicines or money
 - Providing personal care
 - Helping get people out of the house
 - Keeping an eye on someone
 - Providing emotional support
- A young person does chores around the house to help their family. Which of the following is true about this statement:
 - Shopping, cooking, cleaning
 - Managing medicines or money
 - Providing personal care
 - Helping get people out of the house
 - Keeping an eye on someone
 - Providing emotional support

STEP 8

YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Step 8

Tool 5: Exemplar school newsletter article

Purpose

The following exemplar text could be used in school newsletters to raise awareness about young carers and how to access support.

Young Carers

A Young Carer is a child under 18 who regularly looks after someone in their family or a friend who is ill, disabled, or has a mental health problem or an addiction.

Children may engage in:

- Shopping, cooking, cleaning
- Managing medicines or money
- Providing personal care
- Helping get people out of the house
- Keeping an eye on someone
- Providing emotional support

[Insert name of your school] can support young carers.

If you, or a family member, needs support please contact [insert name of Young Carers School Operational Lead] at [insert details].

All contact will be treated in the strictest confidence.

STEP 8

YOUNG CARERS IN SCHOOLS CARERS TRUST & The Children's Society

Dear parent(s)/guardian(s),

Identifying and supporting young carers at {Insert school name}

We are aware that some of our pupils are young carers. A young carer is someone under 18 who is caring unpaid for a family member or a friend who is ill, disabled, or has a mental health problem or an addiction.

They often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. Research suggests there are at least 800,000 young carers in the UK but many do not realise they are a young carer.

We know that young carers may need a little extra support to enjoy and do well at school. We are committed to ensuring that all pupils who are young carers are identified, and supported effectively.

As the Young Carers' Lead I have responsibility for ensuring all young carers are able to enjoy school and make good progress. If you think your child might be a young carer, or could be affected by any of the issues we've highlighted, please let me know by filling in the form below and bringing it into school in a sealed envelope addressed to me. If you do not feel comfortable doing this, or have any further questions, please contact me to speak to me directly:

Email/Phone number: [insert email/phone number]

Any information that is given to us will be treated sensitively and no information will be shared without your knowledge.

The school receives extra funding for each child/young person eligible for free schools meals, which can be put towards extra support and provision for young carers. It is therefore important that children are registered for free school meals, even if they do not want, or need the school meal. For more information on how this money is spent please visit the schools website [insert web address].

Yours sincerely
Young Carers' School Operational Lead: [insert name here]

Reply slip

Pupil's name: [insert name here]
Class: [insert class here]

Does the pupil have parents or other family members who are ill, disabled, or have a mental health problem or an addiction? **Yes No**

If you wish, you can give further details here: (not required)

Would you like more information about the types of support the school provides to young carers? **Yes No**

Please provide a name and telephone number or email address so that we can contact you.
Name: [insert name here]
Telephone/email address: [insert telephone/email address here]



Selected tools

YOUNG CARERS IN SCHOOLS		CARERS TRUST & The Children's Society
Homework/coursework support	In place?	STEP 1
Making homework/coursework support groups available to pupils, including young carers, at lunchtime.		STEP 2
Ensuring teachers are flexible with deadlines for homework.		STEP 3
Notifying an examination board about a young carer's circumstances to secure coursework extensions. Young carers may find it difficult to meet coursework deadlines due to caring responsibilities.		STEP 4
Support to enable young carers to socialise and gain support from others	In place?	STEP 5
Running a weekly peer support group for young carers at lunchtime (see Step 6, Tool 2: Running a peer support group for young carers).		TOOL 1 STEP 6
Emotional Support	In place?	STEP 7
Ensuring there is a member of staff available that young carers know how to access and can talk to in a confidential setting.		STEP 8
Running a peer mentoring scheme. This could include enhancing an established peer mentoring scheme by training existing peer mentors specifically on the issues facing young carers. Alternatively, a scheme for younger pupils could be developed and coordinated by older pupils who are young carers.		STEP 9
Refer to school-based counselling or art therapy service or a similar service provided outside of school.		STEP 10
Behavioural support	In place?	
E.g. enabling young carers to use a time out card if they feel angry or upset.		
Health support	In place?	
E.g. signposting to school nurse, where available (see Step 6, Tool 5: Working with school nurses to support young carers and their families), GP service or CAMHS.		

Checklist of support young carers may need (Step 6 Tool 1)

YOUNG CARERS IN SCHOOLS		CARERS TRUST & The Children's Society
Is the pupil:		STEP 1
<ul style="list-style-type: none"> Often late or missing days or weeks off school for no reason? Often tired, anxious or withdrawn? Having problems socially or with making friends? Conversely, do they get on well with adults and present as very mature for their age? A victim of bullying? Depressed? Finding it difficult to concentrate on their work? Having difficulty in joining in extracurricular activities or unable to attend school trips? Isolated? Not handing in their homework/coursework on time, or completing it late and to a low standard? Anxious or concerned about an ill or disabled relative? Displaying behavioural problems? Having physical problems such as back pain (perhaps from heavy lifting)? Secretive about home life? Showing signs of physical neglect or poor diet, for example hungry, thin or lacking clean uniform? 		STEP 2
		STEP 3
		STEP 4
		STEP 5
		STEP 6
		TOOL 1 STEP 7
		STEP 8
		STEP 9
		STEP 10

Checklist of signs a pupil is a young carer (Step 7 Tool 1)

YOUNG CARERS IN SCHOOLS		CARERS TRUST & The Children's Society
Step 4		STEP 1
Tool 1: Young Carers Schools Operational Lead duties checklist		STEP 2
		STEP 3
		TOOL 1 STEP 4
		STEP 5
		STEP 6
		STEP 7
		STEP 8
		STEP 9
		STEP 10

Purpose

Schools should assign a Young Carers' School Operational Lead who has responsibility for the day-to-day management of the school's provision for young carers and their families.

To help you identify which member of staff is best placed to take up this role as part of their wider work within the school, the checklist below sets out the actions that need to be carried out at an operational level to ensure the effective identification and support of young carers in schools.

Guidance

Schools will be at different stages in the journey to implementing support for young carers. To enable schools to identify what to do next, these duties are categorised into three categories:

- The basics.
- Building on the basics.
- Best practice.

To effectively identify and support young carers, all schools should review progress regularly with a view to increasing the number of actions being carried out and ultimately achieving best practice.

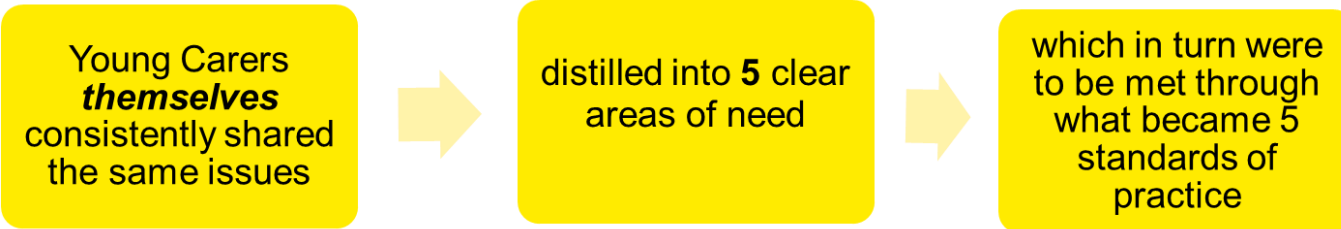
N.B. Should the school not wish to delegate day-to-day management, the responsibilities below should be incorporated within the role of the school's Senior Leadership Team Young Carers Lead (see Step 3, Tool 1: How to identify a Young Carers Senior Leadership Team Lead).





Young Carers in Schools

The Award





Young Carer Informed:

The Five Pillars

Understand

Inform

Identify

Listen

Support

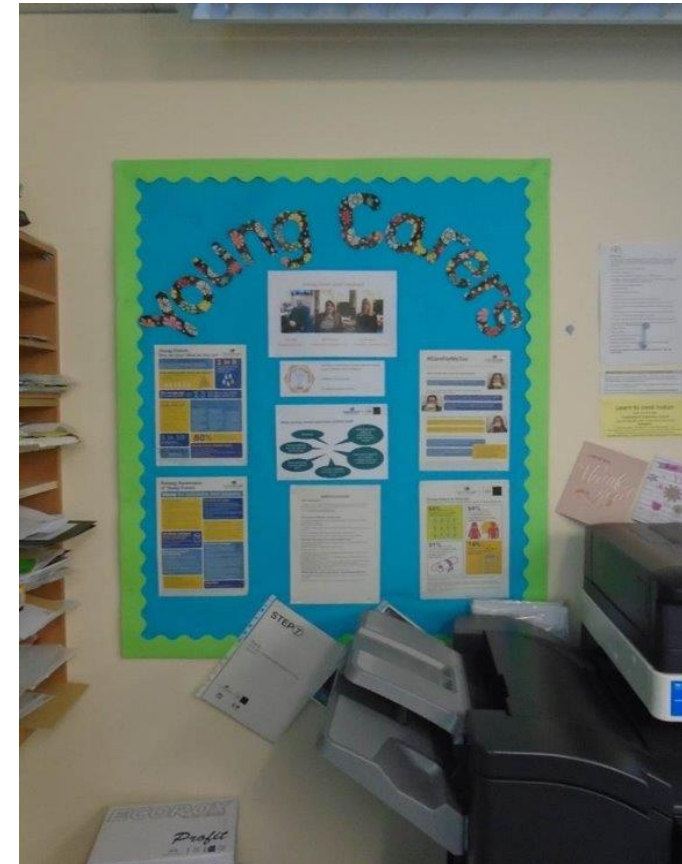


Main components of the award:

- There is Young Carers' Senior Leadership Team Lead, and a Young Carers' School Operational Lead, who are clearly identifiable to young carers, their families and school staff.
- Having details of young carers on internal school systems, i.e. SIMS/Cpoms etc.
- Having a whole school approach so all staff (including lunch and admin staff), SLT and Governors know how to recognise young carers and be able to signpost them to the relevant support within the school
- Assembly themes or PSHE lesson to raise awareness of young carer issues
- Work alongside their local Young Carers Service
- Adapt the award to fit colleges and new ways of working in modern schools



Example of website page and staff noticeboard





The Impact of YCiS Award

94% had a **better understanding** of the **support** required for young carers.



“The Young Carers in Schools Programme has enabled us to ensure that the right support is in place for Young Carers. We are now more aware and more able to address their needs.”

Head teacher

The Impact of YCiS Award

73% of schools reported young carers' **classroom engagement** had improved.



63% reported **improvements** in young carers' **achievements**.



83% of young carers demonstrated **increased happiness**.





Thank you

Adem Ruggiero-Cakir

Young Carers Project Officer, Carers Trust

Michelle Gregory

Administration Officer, The Children's Society

youngcarers@carers.org

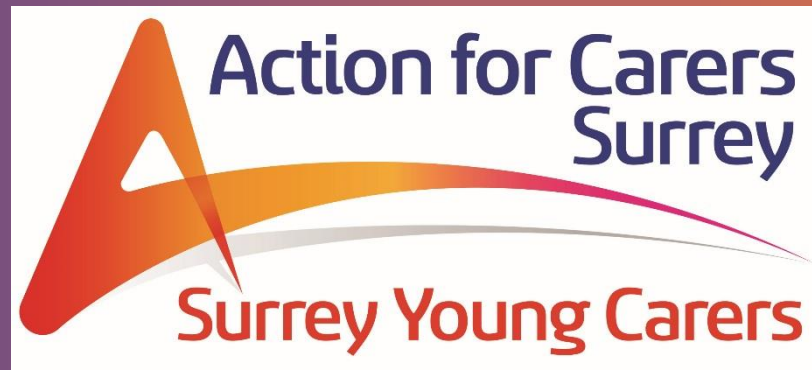
YCiS@childrensociety.org.uk

youngcarersinschools.com

**CARERS
TRUST**



**The
Children's
Society**



Making time for Young Carers in Surrey Schools/ Angel scheme

16th March 2023

Surrey Young Carers and The Weald Primary School



We're here to help carers of all ages, across Surrey, with free information, support, events, advice and more. www.actionforcarers.org.uk



[@CarersSurrey](https://twitter.com/CarersSurrey)



[@ActionforCarersSurrey](https://www.facebook.com/ActionforCarersSurrey)



[action for carers surrey](https://www.instagram.com/action_for_carers_surrey)



The Vision for young carers in Surrey

#EveryonesBusiness



2015/16
£925,767

**14,750 carers are under
the age of 18**

**SYC currently supporting
circa 2080**

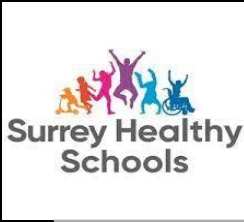


2022/23
£755,000

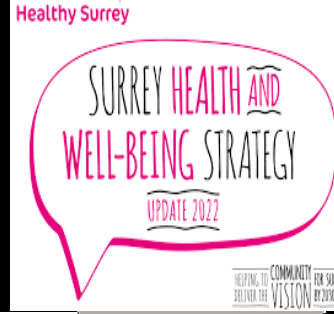
**There are 414
primary schools
and 162 secondary
schools in Surrey.**

**8 Front line staff
2 Team Managers
responsible for
Angel Award**

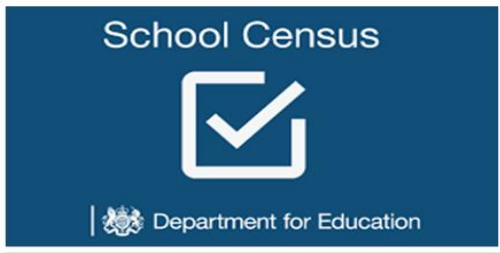
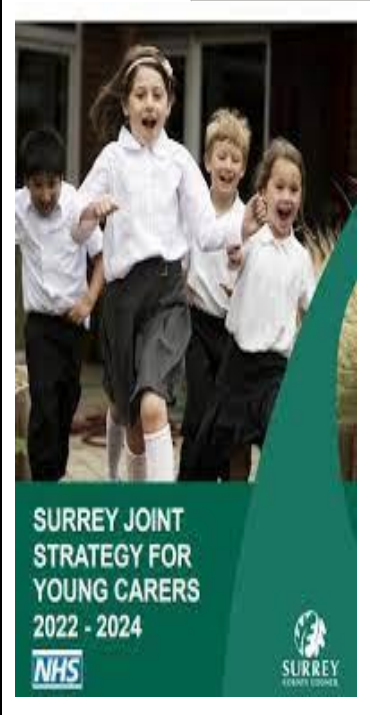
**67% believed that the
pandemic will have a
long-term negative
effect on their mental
health**



Making it happen!



Top down investment



Identification



Seamless Transitions

The vision for young carers in Surrey

#ThinkYoungCarer



The Vision for young carers in Surrey

#EveryonesBusiness

#ThinkYoungCarer



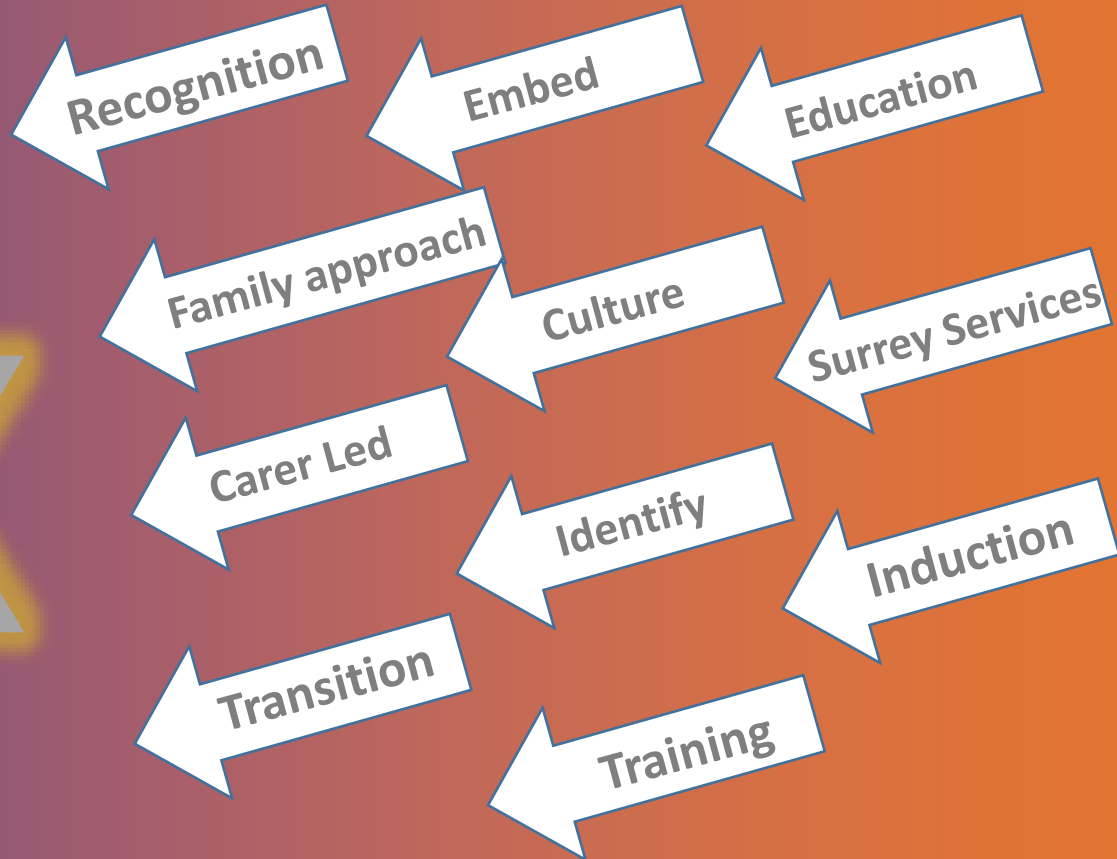
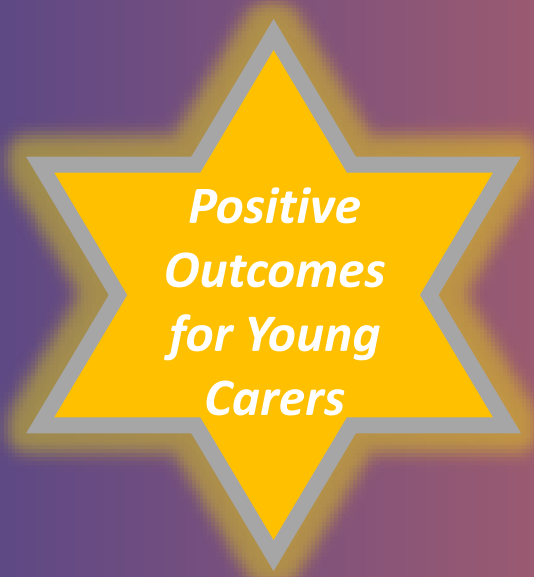
by UN

The Vision for young carers in Surrey

Do you hear your young carers voice in your setting?

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An example of best practice for Surrey School's is our Angel Award

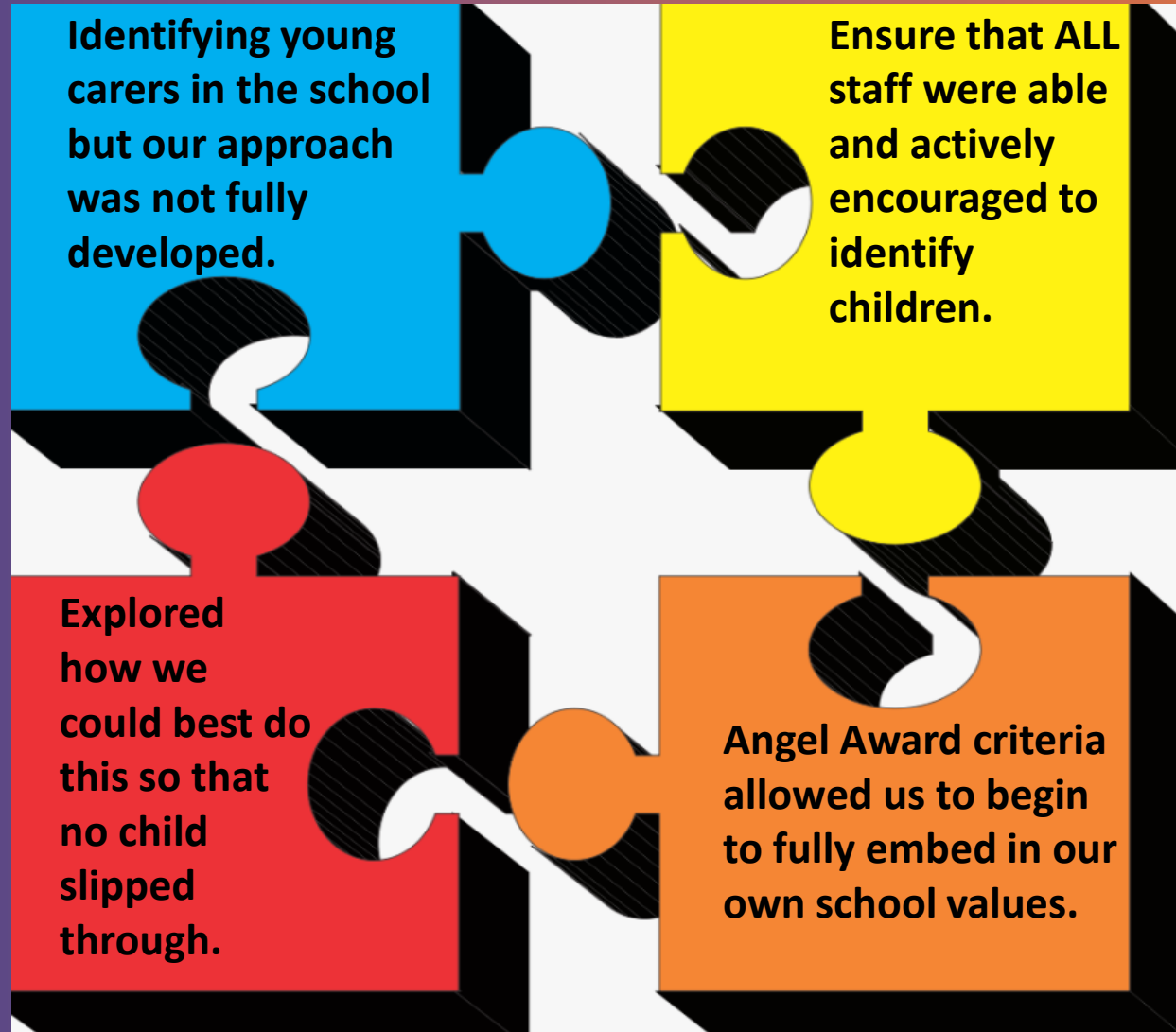
The Vision for young carers in education



- 1. Identify a Champion*
- 2. Staff Training*
- 3. Promote & Display*
- 4. Deliver Assemblies*
- 5. Establish a Group*
- 6. Promote Awareness*
- 7. School Policy*
- 8. Identification*

The Weald Primary School, Dorking

Beccy Hopkins



The Weald Primary School, Dorking



- ✓ 'Young Carer Aware' training
 - all Staff
 - positive professional dialogue in CPD sessions
 - talking more about who *might* be a young carer and impact



- ✓ Assembly
 - raise the profile
 - key books through our PSHE curriculum
 - children able to talk about young carers openly and with more knowledge

- ✓ 'Carer Kids' group
 - twice a half term
 - different activities each week all ending with a sweet treat!

- ✓ Profile raised
 - School community
 - Familiar
 - Ongoing conversations
 - newsletter items supported this.



The Weald Primary School, Dorking



'Carer Kids' making it a school priority to give young carers the time out they deserve



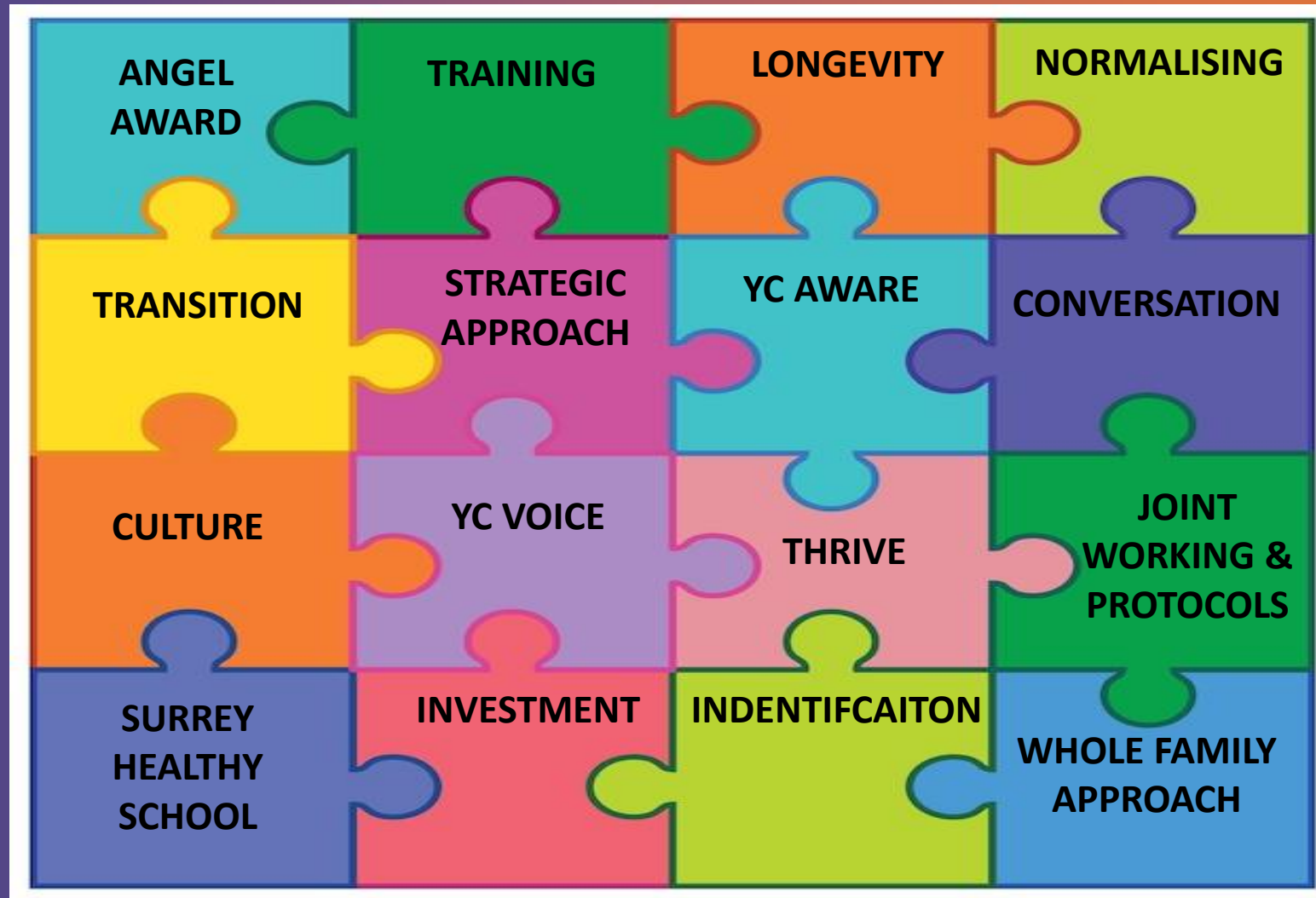
"The activities are always fun and it's good to be with other young carers who 'get me'."



"I love going to my Carer Kids group, and I always want to know when the next session will be!"



The Vision for young carers in Surrey



Making Time for Young Adult Carers in Surrey Colleges

Sebastien Angwin, Activate Learning - 3 Colleges
and Melanie Pearl Reigate College

Overview of Surrey's Colleges and Young Adult Carers

Five - Further Education/ Higher Education Colleges and **Seven** - 6th Form Colleges with >[16,000] students

Variable student numbers 1,400 up to 2,800, 16+ to over 24

Variable catchments and intake – some local and others countywide and beyond; some high additional needs centres

All providing for identification and support for adult young carers but not on a consistent countywide basis

- Identified young carers typically 1-3% of students attending: Surrey schools research suggests 10-17% should be young carers
- Low numbers self-identifying before or at entry
- Going on to Employment or Higher Education, with likely effects on caring role/ life balance without support
- Seeking to form a Young Carers College Network to share best practice and provide consistent identification and support to all young carers at college in Surrey
- Drawing on YC Schools approaches and Driving Change in Colleges project

Young Adult Carers at Activate Learning – Guildford College campus.



College of Further Education and Higher Education

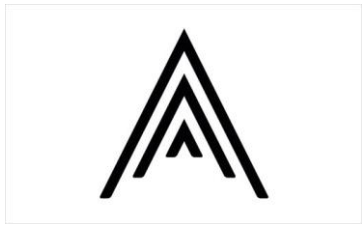
1,400 students 16+ in full and part –time studies

<1% young adult carers registered



How we identify young adult carers

- Self Disclosure :
 - At Enrolment
 - Throughout the year to tutor or student support.
- Tutor feedback, if they feel a student they work with is a young carer.
- Outside organisations making us aware.



Support we offer

- Bursary Support – Transport, meal credits and course costs
- Learning Support – Extra time to complete assignments; a learning mentor to support them with their homework; or extra breaks in lessons.
- Exam support.
- Exit card for if feeling overwhelmed.
- Mental health support/ access to counselling
- Carers Champion (Me) - A point of support for any issues, always available.
- Carers Club (Currently monthly due to low engagement) - a relatively new social club meant to be a safe space for carers.
- Links to off-site agencies - Action for Carers engagement. Currently aiming to get an Angel award. Action for Carers representatives coming in termly.
- Additional support from Careers team
- Support from work experience coordinator if needed.



Our plans for the next year

- Promoting being a young adult carers college at open days
- Changing wording on enrolment form – Do you have caring responsibilities?
- Tutorials for all mainstream students on being a young adult carer.
- More consistent carers club - improved engagement.
- Further staff training on identifying young carers in the classroom.
- Improving awareness of being a carer via posters college wide.
- Noticeboard at entrance of the college raising awareness of being a carer
- Achieve the Angel Award
- Promote the new 2023 UCAS young adult carer application process

The background image shows a large, light-colored stone building with several arched windows and doorways. In the foreground, three young adults are sitting on a green lawn, engaged in conversation. One is a woman with dark hair, one is a man with a beard wearing a dark jacket with a white heart on it, and one is a woman with long blonde hair. The overall scene is bright and sunny.

your route

to success >>

reigate college

sixth form education at its best

Support for young adult carers

- Mixed, non-selective, Sixth Form College
- Around 2,800 16-19 year old students
- Draws primarily from surrounding schools
- Young Carer Policy in place
- At present 60 (2%) students are young carers on record but there may be more

Identifying Young Adult Carers

- Meet with partner schools; transition planning if young carers flagged
- School files
- Self disclosure:
 - On application and enrolment forms
 - Part of the bursary forms
 - Part of the first term's tutorial
- Staff identification
 - Staff trained to be carer aware and frequent reminder to staff to report if a student discloses they are carer
- Other interagency work – children services, family support workers

Young Adult Carers Support in College

- Identified pre-entry - interview by a member of the pastoral team to discuss individual support needs.
- Identified at enrolment - met by pastoral team to discuss individual support needs
- Pastoral support through senior tutor – always available
- Named person – only have to talk to one person
- Wellbeing mentors
- Learning mentors
- Am Club
- Reasonable adjustments: Timetable adjustments, Authorised absence for appointment etc.
- Extra Resources – Laptop, Bursary to fund needs, FSM
- Identified to Careers Team - offered extra support
- Support with referral to Surrey Young Carers and to access other support as appropriate
- Support assessing a Carers assessment or Adult Social Services if required
- Carer aware staff - staff training – part of induction training and refreshed, briefings.
- Support with gaining Work Experience - may not have a network

Young Adult Carer Support for jobs/access to HE

- Job applications, caring aware employers
- Interviews - practice etc
- UCAS applications – supporting statement etc; completion of young carers form
- Uplift visits - have a good relationship with some universities
- Support with contextualised offers
- Support researching bursaries and other support at universities
- Support with balance of caring role and university plan including contingencies?

Challenges for All Colleges

- *Identification*
- *Understanding of carers needs – all different and changing*
- *Student voice*
- *Parent voice*
- *Finance – changing funding*
- *Support groups*
- *Information sharing*
- *Changing and varying support available externally*

Looking at Angel Schools & Driving Change in Colleges Approaches

- DCC project run by Learning & Work Institute Learning in partnership with The Carers Federation
- Ran for 3 years from 2019-2022
- Worked with 39 further education colleges and college groups in all 4 home nations
- Used Carers Federation Quality Standard in Carer Support as basis of approach and accreditation
- This provides accreditation and training for employers and FE providers to improve the experiences of carers across their organisations. Developed in consultation with carers, the Standard contains eight key points for organisations to work towards
- Lots of resources available, webinars, blogs, videos, tools available at:

<https://learningandwork.org.uk/driving-change-support-for-colleges/>

Top 10 tips from DCC project

- 1. Be positive;** see the young adult carers strengths and skills from their caring role
- 2. Know who your young adult carers,** be systematic in seeking them out and working with them to identify their needs
- 3. Support declaration,** enable young adult carers to feel that it safe to talk about their caring responsibilities, when and how they want to
- 4. Listen to your young adult carers** individually and as a group as to what will help them in their education
- 5. Take a team approach,** senior leader fronting a whole organisation approach to establish consistent and sustained support ,
- 6. Provide staff training** so that as many staff as possible are carer aware and alert to support
- 7. Collect data** to identify any trends and resource implications , and to measure success
- 8. Review policies and procedures** to highlight and cover young carers needs and support
- 9. Offer funding and bursaries,** also make bursaries flexible and available all year to meet changing needs of carers
- 10. Build partnerships** with local carers organisations and agencies

Positive outcomes from DCC - Students/ Colleges

- A rapid increase in the number of identified young adult carers .
- The development of more comprehensive and tailored support for young adult carers across all curriculum areas.
- Increased confidence amongst staff in different roles and curriculum areas to identify and support young adult carers.
- External recognition of their support for young adult carers through the QSCS award, which will make them an attractive option for future students and their parents/carers.
- Improved data collection and monitoring of young adult carers, providing the evidence needed to implement additional support or flexibilities.
- Gaining the impetus needed to review and improve their support and provision for young adult carers.
- Positive outcomes for the staff members involved in delivering the project, such as improved job satisfaction
- Securing strong buy-in from senior management and governors, and the implementation of whole-organisation approaches to supporting this group.

Thanks for listening!

We will report back on if and how the proposed Young Carers Surrey Colleges Network progresses!

We are all committed to improving our support for these wonderful young people.

Let's take a
break, please
take part in our
poll – live now!
Back in 10 minutes

Join at
slido.com
#9971 746



How can we improve support for young carers in education settings?



The Impact of COVID-19 on Young Carers: a rapid response study

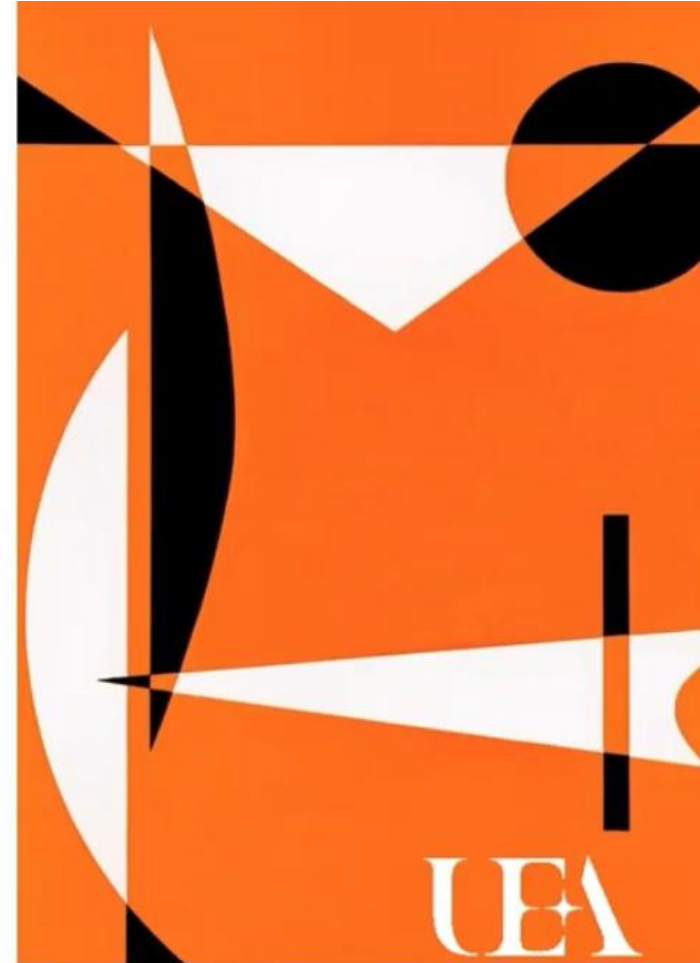
Dr Kate Blake-Holmes, University of East Anglia

The impact of COVID-19 on young carers – a rapid response study

Young carers research and practice forum
Sept 2021

Dr Kate Blake-Holmes

crcf Centre for Research
on Children & Families





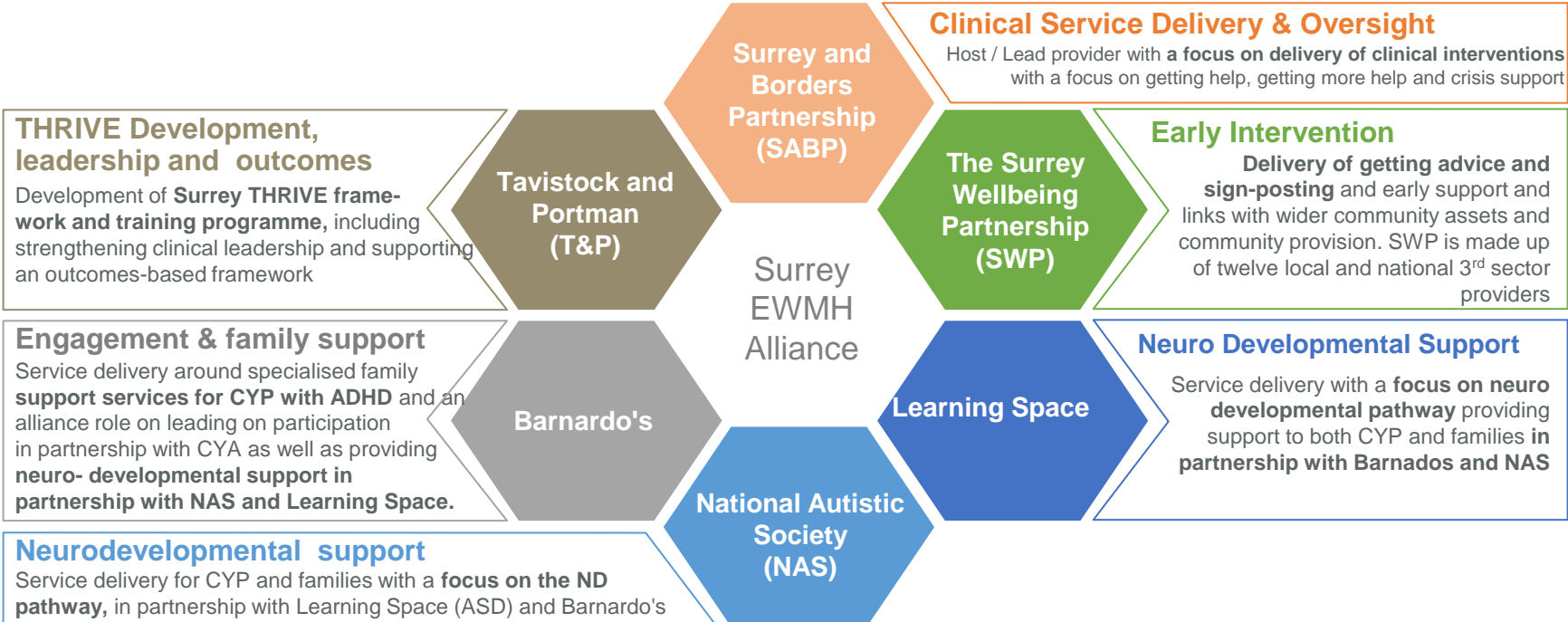
Mindworks
Emotional Health and Wellbeing
(EWMH) Offer to Surrey Schools

Young Carers
March 2023



Mindworks - brings together an Alliance with strong clinical leadership and local and national voluntary sector expertise

Focussed on improving children and young people's outcomes; we will be open and trusting; ambitious and transformational



Clear and determined; strengths-based and collaborative; learning and adapting; and informed by evidence.

Working to Surrey ITHRIVE Model



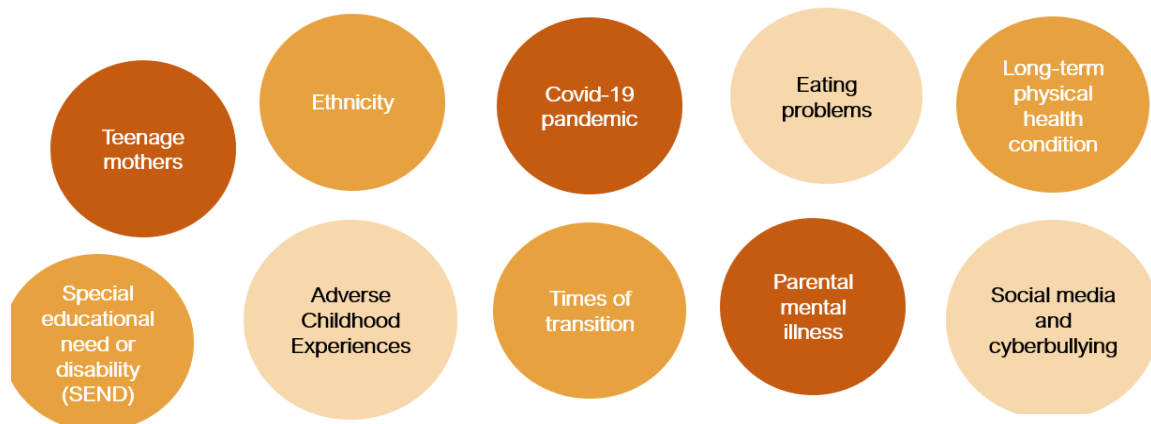
Key principles for system change:

- 1. **Common Language**
- 2. **Needs-Led:**
- 3. **Shared Decision Making:**
- 4. **Proactive Prevention and Promotion**
- 5. **Partnership Working:**
- 6. **Outcome-Informed:**
- 7. **Reducing Stigma:**
- 8. **Accessibility:**



National Picture:

The National Picture section of the strategy helped to highlight some of the key factors that can impact children and young people's emotional wellbeing and mental health. Rates of probable mental disorders have increased since 2017; in 6 to 16 year olds from one in nine to one in six, and in 17 to 19 year olds from one in ten to one in six.



Understanding our CYP's EWMH Landscape in Surrey

Local Picture:

YOUNG CARERS

- Surrey Schools sample survey of pupils 2022 shows possibly 11-17% are YCs
- A high proportion of LAC, care leavers and Children with EHCP or SEND are also YC

Population: There is an estimated 349,500 0 to 24 year olds in Surrey based on the 2021 Census.

Ethnicity: 28.8% increase of Non-White British and Mixed/Multiple Ethnicity residents.

Sexuality: There may be 56,500 people aged 16+ and around 4,000 people aged 11 to 15 in Surrey who are lesbian, gay or bisexual.

Gender Identity: There is an estimated 7000+ people in Surrey who experience some degree of gender variance.

Deprivation: Guildford, Reigate and Banstead and Woking are home to some of the highest levels of deprivation in the county (NCMP).

Looked After Children: The number of children starting to be looked after during the year 2020/21 is up from 374 in 2019/20 to 419. ([GOV](#))

Care leavers – As of 31 March 2020, Surrey had 656 care leavers aged 18 to 25. 514 of these were aged 19 to 21, this is below the national average which is 652.

Child Protection Plans: The number of children on a child protection plan has increased from 685 in 2019/20 to 894 in 2020/21.

EHC Plans/ SEN Support: In 2021/22 the percentage of this in Surrey was 4.6% (national is 4.0%).

Unaccompanied asylum seekers and refugees
Number of children look after on 31 March who were unaccompanied asylum seekers has dropped year on year from 2018/19 (n=114) to 2020/21 (n=78)



EWMH Key Priority in Surrey Young Carer Strategy



Feb 2023 publication:

- We have the pleasure in announcing that the Surrey Joint Strategy for Young Carers 2022-24 has now been published. Link below:
- [SURREY JOINT STRATEGY FOR YOUNG CARERS 2022 - 2024 \(surreycc.gov.uk\)](https://surreycc.gov.uk)
- The Surrey Joint Carers Team look forward to seeing the progress over the coming months to improve lives of young carers through the amazing organisations and services we have available in Surrey.

Priority 5 - Young carers have improved Emotional Wellbeing and Mental Health (EWMH)

“We will co design and develop services to meet young carers EWMH needs as part of the broader young carers service development.”



Young Carer – survey of Surrey Schools



- 77 schools responded to survey (16.8% return)
- How YC identified in school - informed by parents, prior knowledge of families (e.g. siblings with SEND - 17 schools)
- 40% identified by staff, 35% YP identified themselves, 7% informed by Surrey Young Carers
- **Barriers** YC not wanting to be identified, don't want to be seen as different
- 9 schools highlighted that CYP did not realise they were a YC
- 18 schools unaware of services available.
- **Awareness** 50/50 split in terms of schools and colleges that rate awareness as excellent/very good in contrast to good/fair – more work to be done to develop understanding of YC issues, recognition and services available



What is in place to support Young Carers?



From a young carer viewpoint 40 (50%) respondents said they either had a club/group to support young carers or one was in development/ being planned – often working closely with Surrey Young carers. Assemblies focusing on young carers was a tool used by 9 (11%) schools. 4 schools have this on their PHSE curriculum. 11 have mentoring programs.

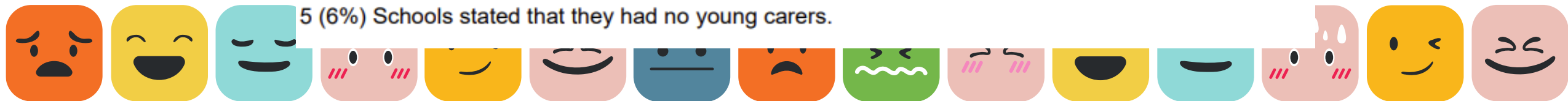
7 schools stated they have emotional support in place, four use Thrive, 2 mentioned using Mindup and two stated they had developed tailored programs.

Recognising the impact of caring 5 schools had homework clubs or offered homework passes, one allowed young carers to continue to attend school in lockdown, and one offered flexible timetabling

14 (17%) Schools specifically mentioned either Action for Carers or Surrey Young carers as being part of the support offered. In total 7(9%) schools stated they had worked with Action for Carers and had achieved their [Angel Award](#), which recognises schools that are “Young carer friendly”. A further 6 (7%) schools are striving to achieve this award.

Staff within schools can be key in providing support, ELSA’s were named by 20 (25%) schools as being important in the support of young carers. 11 (14%) schools stated the importance of having a lead member of staff or a young carers champion, 9 (11%) schools mentioned pastoral support. Within these 7 (9%) schools highlighted staff training to recognise and support young carers. 7 schools highlighted the role of the home school link worker can be key in building relationships with the family.

5 (6%) Schools stated that they had no young carers.



Schools: At the heart of the Emotional Wellbeing and Mental Health offer in Surrey



There are 11 Boroughs in Surrey, each has a cluster of staff that includes a named practitioner as a point of contact who will offer consultation, support and advice. There are between 27 and 46 schools per Cluster

- **Teams:** The Primary Mental Health Teams (PMHT), the Early Intervention Co-ordinators (EIC), the Mental Health Support Teams (MHST) and the Community Wellbeing Practitioners (CWP):
- Support children and young people when they begin to feel emotionally or mentally unwell by helping them to build resilience.
- Work with individuals to improve their wellbeing and reduce the chances of problems becoming more serious.
- Provide early intervention support for children, young people, parents, carers, teachers and other professionals which identifies and prevents mental ill-health issues like depression and anxiety and helps young people access the right support at the right time.

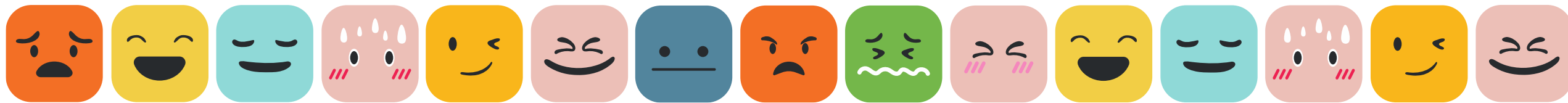
Each Cluster works closely with: The 'Reaching Out' Service, Emotional Wellbeing School Nurses, Child and Family Health Surrey, the Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Social Care.

- Surrey Healthy schools
- Inclusive schools
- Neuro Diversity friendly schools
- Phase councils
- Team Around the School

Risk support available to clusters from specialist teams to enable CYP to be supported by the adults they have the best relationship with

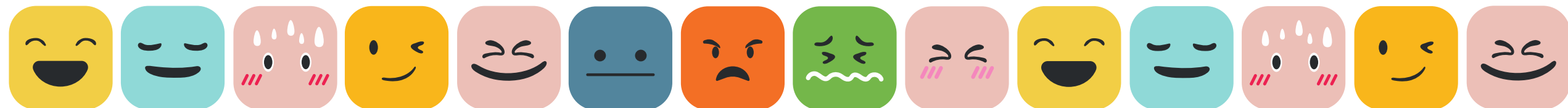
Provide links with the ND New Hub and spoke model which is being developed to move away from diagnosis and focus on addressing need.

Help schools navigate crisis support (see appendix for crisis support available) and connect with Acutes to ensure a joined approach to safeguarding and wellbeing for CYP



Cluster Teams - Named Practitioners

	Primary Mental Health Worker (PMHW):	Early Intervention Coordinator (EIC):	Children's Wellbeing practitioner (CWP)	Mental Health Support Team Lead
Guildford	Holly Bloom Holly.Bloom@sabp.nhs.uk	Mark Nelson	Marie Wheeler	Kerrie Waller – launching January 2023
Waverley	Nikki Brunton Smith nicola.brunton-smith@sabp.nhs.uk	Maristelle Preece	Ella Jarvis	Sandra Hooper – Launching January 2023
Runnymede	Janet Cohen Janet.Cohen@sabp.nhs.uk	VACANCY	Elzbieta Vitkauskaite	Siobhan Smith – Launching January 2023
Surrey Heath	Caroline Edwards Caroline.Edwards@sabp.nhs.uk	Sophie Campbell	Lucy Miller	Laura Smith
Woking	Aimee Arias Aimee.Arias@sabp.nhs.uk	Clive Biggins Marella Ebsworth Emma Shaw	Stephanie Killgallon Holly Lord	Kerrie Waller - Launching January 2023
Spelthorne	Becky Hepburn Rebecca.Hepburn@sabp.nhs.uk	Shara Brink Adele Emberton Hollie Mock Jenny Bailey	Susan Sloan	Siobhan Smith
Epsom and Ewell	Rowan Ring Rowan.Ring@sabp.nhs.uk	Patricia Johnson Angeline Selvmanoharan	Jane Kinder Stephanie Strugnell (Mat leave)	Michael Fern
Elmbridge	Enza Borgia Enza.Borgia@sabp.nhs.uk	Danica Lake	VACANCY	Susan Kite
Mole Valley	Malcolm Firth Malcolm.Firth@sabp.nhs.uk Aimee Arias Aimee.Arias@sabp.nhs.uk	Sarah Voltz	Sophie Green	Launching January 2024
Redhill, Reigate and Banstead	Emma Schultz Emma.Schultz@sabp.nhs.uk	Oliver Phillips Angeline Selvamanoharan Gemma Gay (YMCA School Project Officer secondary)	Jo Gaywood	Michael Fern
Tandridge	Katherine Giles Katherine.Giles@sabp.nhs.uk	Lisa Roberts	Ella Walmsley	Launching January 2024



Cluster Teams - 1

Elmbridge

Service	Provider	Contact Name	Age Group
Counselling, Children's Wellbeing practitioners	YMCA East Surrey	Hannah Shepherd, Melissa Forrest	8 – 24 (not all services)
Counselling	Reigat West Surrey	Christina Powell	10 - 18
Community Wellbeing practitioner	Eikon	Rachel Masters	11-18
Early intervention Coordinators	Eikon	Sophie Campbell, Maristelle Preece and Lily Glover	11-18
Early Intervention Coordinators	east to west	Emma Reid, Danica Lake, Emily	11-18
Primary Mental Health Worker	Enza Borgia		
MHST	Training year		
Counselling	Relate West Surrey	Christina Powell	10-18

Epsom & Ewell

Service	Provider	Contact Name	Age Group
Community Wellbeing Teams	Learning Space		
Counselling, Children's Wellbeing Practitioners Community Wellbeing Team and CBT	YMCA East Surrey	Hannah Shepherd, Melissa Forrest	8 – 24 (not all services)
Early Intervention Coordinators	YMCA East Surrey	Pat Johnson	11-18
Primary Mental Health Worker		Rowan Ring	
MHST	Operational		

Woking

Service	Provider	Contact Name	Age Group
Generation girls	Peer Productions	Rosie	11-18
Early Intervention Coordinators	east to west	Clive Biggins, Margaret Morbin	11-18
Counselling	Relate West Surrey	Christina Powell	10-18
Primary Mental Health Worker		Renata Tokarz	
MHST	Planned Sept 22		

Surrey Heath

Service	Provider	Contact Name	Age Group
Generation girls	Peer Productions	Rosie	11-18
Counselling	Step by Step	Rachel Walters	11-25
Early Intervention Coordinators	Eikon	Sophie Campbell	11-18
Primary Mental Health Worker		Caroline Edwards	
MHST	Operational		

Tandridge

Service	Provider	Contact Name	Age Group
Early Intervention Coordinators	Learning Space	Helen Phillips	11 - 18
Counselling, Children's Wellbeing Practitioners and Community Wellbeing Team	YMCA Easy Surrey	Hannah Shepherd, Melissa Forrest	8 – 24 (not all services)
Primary Mental Health Worker		Recruited to (start date TBC)	

Reigate & Banstead

Service	Provider	Contact Name	Age Group
Community Wellbeing Teams	Learning Space	Natasha Adams	8-18
Patchworking Bubble Group	Learning Space	Natasha Adams	8-11
Bubble Group	Learning Space	Natasha Adams	11-18
Voice Groups Parent Voice Youth Voice	Learning Space	Natasha Adams	11-18
School holiday offer for children, young people and families	Learning Space	Natasha Adams	8-18
Counselling, Children's Wellbeing Practitioners, Community Wellbeing Team and WAVES	YMCA Easy Surrey	Hannah Shepherd, Melissa Forrest, Gemma Gay, Ella Sowton	8-24 (not all services)
Early Intervention Coordinators	YMCA Easy Surrey	Oliver Phillips	11-18
Primary Mental Health Worker		Emma Schultz	
MHST	Training year		

Cluster Teams - 2

Waverley

Service	Provider	Contact Name	Age Group
Early Intervention Coordinators	east to west	Maristelle Preece	11-18
Counselling	Step by Step	Rachel Walters	11-25
Primary Mental Health Worker		Alison Rose	
MHST	Planned Sept 22		

Mole Valley

Service	Provider	Contact Name	Age Group
Counselling	Leatherhead Youth Project	Jude Crome	11-18
Targeted Group Work	Leatherhead Youth Project	Jude Crome	11-18
Evening Youth Groups	Leatherhead Youth Project	Mikey Dicken	11-17
Youth Café drop in	Leatherhead Youth Project	Jude Crome	11-17
Community Wellbeing Teams	Learning Space	Natasha Adams	8 – 18
Bubble Group	Learning Space	Natasha Adams	11 -18
Voice Groups	Learning Space	Natasha Adams	11 -18
Counselling, children's Wellbeing practitioners and CBT	YMCA East Surrey	Hannah Shepherd, Melissa Forrest	8 – 24 (not all services)
Early Intervention Coordinators	Learning Space	Sarah Voltz	11 -18
Primary Mental Health Worker		Aimee Arias	

Additional for primary schools:

1. Expanding parental support – timeline being confirmed
2. Providing whole school support attached to responding to emotional wellbeing for all primary schools from April / May 22 details to follow. (Fantastic Fred)
3. Scaling up Primary School offer is a 22/23 priority

Runnymede

Service	Provider	Contact Name	Age Group
Generation girls	Peer Productions	Rosie	11-18
Community Wellbeing Practitioner	Eikon	Rachel Masters	11-18
Play Therapist, Counsellor/Life Coach and Emotional Wellbeing Practitioner	Eikon	Rachel Masters	11-18
Early Intervention Coordinators		Lily Glover	11-18
Primary Mental Health Worker		Janet Cohen	
MHST	Planned: Sept 22		

Guildford

Service	Provider	Contact Name	Age Group
Generation girls online	Peer Productions	Rosie	11-18
Counselling	Step by Step	Rachel Walters	11-25
Youth Café	Matrix	Dan Setterfield	11-18
School Transition Coaching	Matrix	Josh Howell	10-11
Targeted Workshops	Matrix	Dan Setterfield	10-18
1 to 1 Youth Support Sessions	Matrix	Dan Setterfield	11-18
Wellbeing Practitioner	Matrix	Sam Shafford	8-18
Early Intervention Coordinators	Matrix	Mark Nelson	11-18
Primary Mental Health Worker		Sandra Hooper	
MHST	Planned Sept 22		

Spelthorne

Service	Provider	Contact Name	Age Group
Early Intervention Coordinators	east to west	isa, Hollie, Irum, Melanie	11-18
Counselling	Relate West Surrey	Christina Powell	10-18
Primary Mental Health Worker		Becky Hepburn	
MHST	Operational		

In addition for **special schools**: we have two Psychologists and each special school network has £10k for programmes.



EWMH Offer: Draft strategic school facing framework linked to EWMH Strategy

Schools offer:

DfE training is available to support EWMH lead in schools to **adopt a whole-school approach to mental health and wellbeing.**

A whole-school approach involves all parts of the school working together and needs partnership working between senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

Schools promote children and young people's (CYP) social and emotional skills and mental health and wellbeing through the curriculum, PSHE and wider cross-curricular activity

For CYP who are beginning to struggle or are exposed to mounting risks that may challenge and undermine their mental health, accessible and **effective in-school help is provided through pastoral support, one to one support, small group work or counselling and support to steer pupils and their families to more specialist mental health support in the local community.**

Teams within schools have key functions attached to EWMH, i.e. SENCO / specialist teachers / inclusion teams.

Together we build the whole school approach (WSA)

Surrey Healthy Schools is based upon effective practice and provides a comprehensive self-evaluation tool for schools to co-ordinate, develop and improve their provision to support personal development, behaviour, teaching and learning, and leadership

Mental health leads in schools can be supported after training, with WSA thinking, development and directed to reference groups to share /learn from each other.

Resources and suggestions to support parents and CYP are available through [Mindworks Surrey \(mindworks-surrey.org\)](http://mindworks-surrey.org)

Working with schools and the wider system to roll out i-THRIVE framework.

Comprehensive Training offer via MHST trainer, WER funded training, Public health funded offers, etc.

Team around the school pilot continuing with good engagement from schools and professionals to offer increased support to schools around particular issues of CYP

Co-production and Engagement with our schools

Reference Group purpose:

- To share understanding about iThrive, the new contract and the alliance with some key groups
- Provide a forum for colleagues from the Alliance to test thinking on operational design of new/revised services and get feedback during the early months of mobilisation
- Partners to share experiences of the offer delivered and work together on solutions.

The Primary School Reference Group:

- Informed the need to invest in more parental support. Barnardo's have been asked to undertake this work and are **developing Parent Support Groups, to be rolled out over the coming term**
- **Build primary school capacity to strengthen the work they are doing on anxiety** – plans in place, for example the 'Fantastic FRED Experience', an experiential play approach to supporting children with EWMH needs in primary school settings. This new initiative has already been booked for 220 Surrey schools for the forthcoming school year
- **Some SWP partners also provide support to primary schools**, which sits outside the Mindworks service - we are continuing to work together to ensure that support is sensibly integrated

Secondary School: focus 21/22.

- **Working in partnership with secondary schools , public Health, SCC, Mindworks and Commissioning to agree the process for safety plans** that are created for CYP within crisis, to be shared with schools as part of safeguarding requirements where appropriate or with consent.
- Process agreed with designated safeguarding leads
- **Pilot project started October 22 within Epsom Acute and Royal Surrey Hospital Trust.** This will be evaluated by Easter and rolled out to all Trusts and all schools.

The Special Schools: It was recognised in our special school reference group that these schools needed **a new and bespoke emotional wellbeing and mental health offer.** As a result, we set up networks for the four different types of school with colleagues from SWP and Educational Psychology

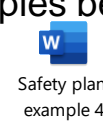
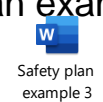
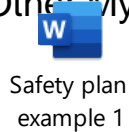

- COIN - Communication and Interaction Needs
- LAN - Learning and Additional Needs
- SEMH - Social and Emotional Mental Health
- SPAN - Severe Learning difficulty

What was the agreed offer:

- Staff support
- Consultation
- Whole School Approach
- Parent workshops and drop ins
- Signposting and Referrals

What are 'My Safety' Plans

- 'My safety' plan – **co-produce with CYP and can be adapted for any situation as questions are based on distress** e.g. a YP worried about exams; the template can be adapted to help them think about what they and/or others can do to reduce worry. **A flexible document that is not just for mental or emotional health crisis; useful for early identification and interactive approach.**
- We are creating a video on creating a safety plan with a young person
- Can be found <https://www.mindworks-surrey.org/our-services/crisis-admission-avoidance/my-safety-plan>
- Other My Safety plan examples below:

Name of young person:
NHS Number:

If you sometimes struggle or feel distressed, it can be helpful to create a plan, to keep yourself safe when your thoughts feel overwhelming.

1. These things cause me distress:

- Interpersonal relationship issues with peers and mother.
- Academic related stress.
- Perceived negative self-image.

2. When I am distressed, this is what you'll see:

- I am angry and sometimes I self-harm.
- Recently took an overdose.

3. When I am distressed, I will try these things (What would you tell a friend to do who was feeling this way?)

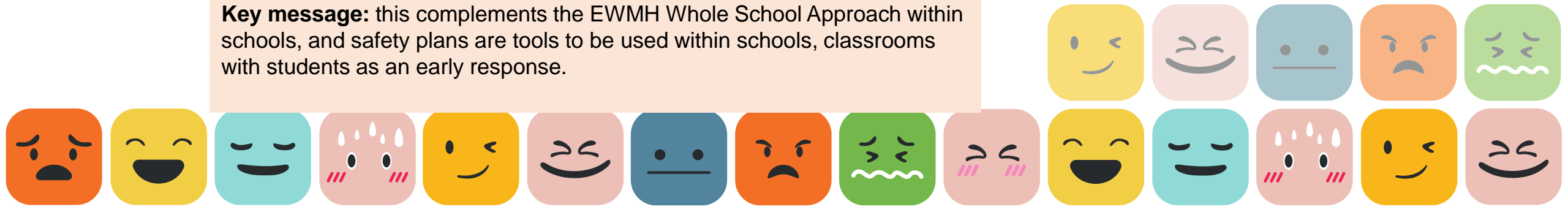
- Talk to my friends.
- Use crisis support line.
- Draw on my arms with a marker.

4. When I am distressed, this is how you can help me:

- Call crisis support line.
- Use traffic light system to monitor mood and risks.
- Check on me intermittently.
- Talk to grandfather to mediate if argument is with mother.



Key message: this complements the EWMH Whole School Approach within schools, and safety plans are tools to be used within schools, classrooms with students as an early response.



Example of the difference we are making - 1



Surrey Heath Mental Health Support Team in Schools



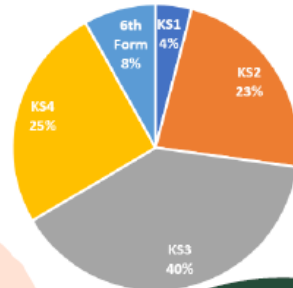
66% female; 32% male
2% transgender or non-binary
28% had suspected or diagnosed ASD
11% had suspected or diagnosed ADHD

Average age of referrals: 12

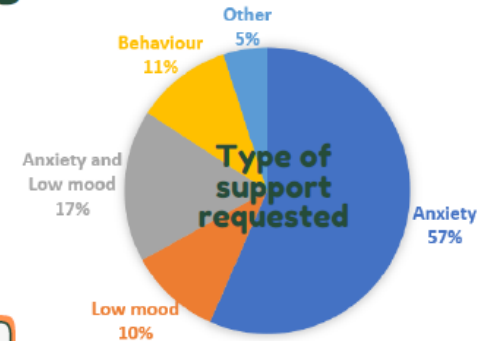


221 Requests for Support April 2021-April 2022

Key Stage at Time of Referral



Senior Clinician Assessments: 42
EMHP Assessments: 119
Assessment by other: 2
Declined an assessment: 12
Referral not accepted (signposted): 46



Feedback from People who Completed Interventions

I felt open to speak every session and it helped me

I felt like I was taken seriously and given genuine ways of being helped

It was very relaxed and helped with day to day life

It helped me a lot

WORKSHOPS

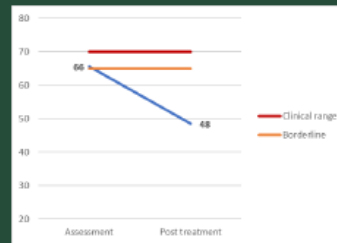
31 workshops for students and 16 workshops for parents covering Low Mood, Anxiety, Friendships and Exam Stress

4 workshops for staff covering Mental Health Awareness and Staff Wellbeing

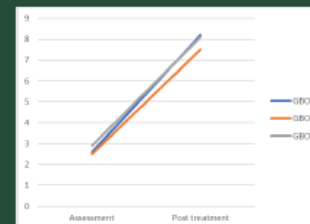


Consultations and advice offered for 270 young people

Routine Outcome Measures



On average RCADs scores tracking anxiety and depression symptoms decreased by 26% following treatment.



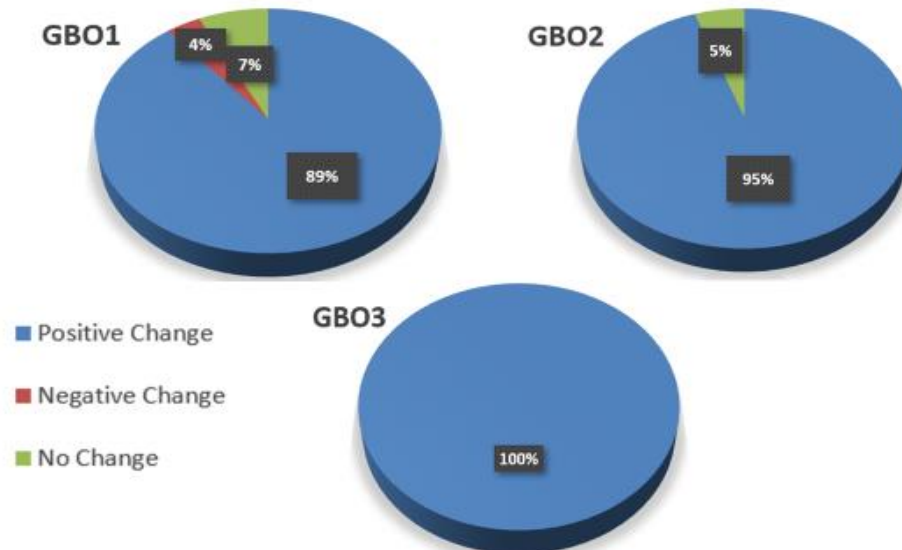
100% of young people made progress towards their goals

Example of the difference we are making - 2

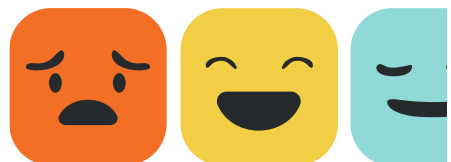
- SWP have begun using Goal Based Outcomes (GBO) across all partners from September 2022
- Initial results show an overwhelmingly positive response. YMCA figures, for example show: **On average, 94% of young people achieved positive change across their goals**
- Other experiential feedback is routinely sought and that supports an overwhelmingly positive interaction and benefits of the services



Community Wellbeing Team
Goal-Based Outcomes data for 36 clients that completed sessions
between July 2022 – Sept 2022



On average,
94% of
young people
achieved
positive
change across
their goals



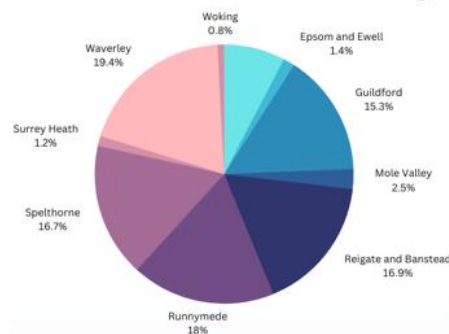
Example of the difference we are making - 3

Year 2 with Surrey Child Wellbeing Practitioners (CWPs)

NHS
Surrey and Borders
Partnership
NHS Foundation Trust

Mindworks
Surrey

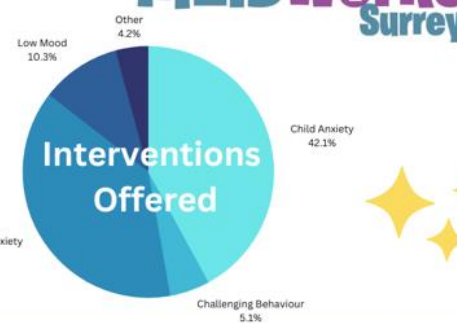
Referrals received from each borough



484 Requests for Support
292 individuals were offered a 1:1 intervention
between April 2021-March 2022



60% of referrals were female; 30% male; 10% other



What we found...

To monitor progress, CWPs ask young people to complete questionnaires every session as well as at the start and end of the intervention.



Average anxiety and low mood scores reduced from moderate to mild following support from CWPs

Significant increase in goal achievement following support from CWPs



What young people told us...

I am grateful for this support

My CWP adapted strategies based on my interests and life circumstances

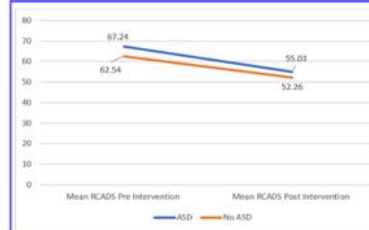
I felt respected and not judged

Helped me to understand myself better

The sessions helped me to feel empowered

What about those with ASD/ ADHD

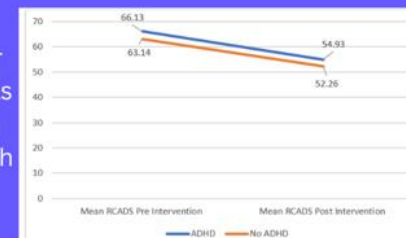
Out of the 292 individuals who were offered 1:1 support, 34% of those were diagnosed or waiting to be assessed for ASD and 14% for ADHD.



Those with ASD showed higher anxiety & low mood scores before and after sessions compared to those without ASD.

However, those with ASD still showed a reduction in anxiety & low mood scores after having sessions with CWPs.

A similar effect was found in those with ADHD



How are School based Need Teams addressing Inequalities?

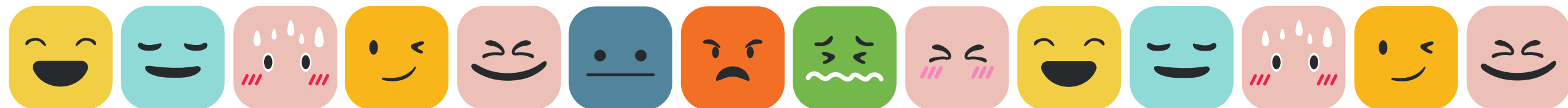
4 Work streams - Young Carers, LGBTQI+,ND, and Ethnicity

Young carers

- We are working with the MHST in the first instance schools to get them on board to get the Surrey Young Carers Angel award
- Schools have a Young Carers Board, referenced on the internet, a regular young carers group, have accessed training for staff
- All of the MHST staff have completed their young carers training and are waiting to proudly wear the badge to raise awareness
- thinking about some small recommendations for schools (e.g. allowing students to check their phone in breaks if need to check in that things are ok at home, having young carers on the school computer system and encouraging teachers to ask questions about lateness/homework rather than making assumptions etc).

LGBTQI+

- In LGBTQ+ we have created a variety of posters and other resources for different awareness days/weeks such as *bisexual visibility week, spirit day, coming out day, lesbian day, terminology poster, guide to pronouns, primary school specific posters, trans awareness.*
- We have put together questionnaires for YP and staff to get a better understanding of how they show alliance to LGBTQ+ in schools. This is our current 'project'.
- We have met with those in the LGBTQ+ SABP staff network to introduce ourselves and start building relationships with them.



How are we – MHST - addressing Inequalities?

Neuro Diversity:

- We have prepared a session for MHST to discuss adapting interventions/adapting communication styles for engagement with ND CYP, which we are delivering to the MHST team, with an emphasis on reflecting on our best practise. Which we hope will be a theme we can revisit.
- We have piloted a survey to schools in Elmbridge about what ASC/ND training they have received and from whom, to get an over view of training and potential gaps, with a view to feeding back any relevant themes to training providers, or maybe developing our own relevant training offer.

Ethnic minorities -

To understand if there is a barrier to students from Ethnic Minorities accessing the MHST we have:

- Researched statistics of children from ethnic minorities in Surrey
- Compiled data of the ethnicities of CYP who have accessed MHST's so far

To address the issue of limited resources featuring people from ethnic minorities, we have:

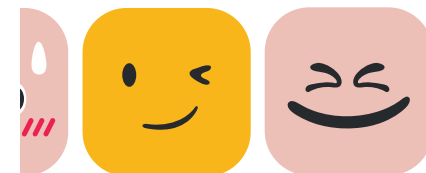
- Created a resources folder to store MH resources which feature people from ethnic minorities
- We made black history month resources and shared with school
- We have created a top tips guide for our MHST colleagues around working with CYP from ethnic minorities
- We have researched different ethnic minorities to think about stigmas, including how language around how MH is used / translated
- We also aim to make further resources for us to use but also to send to schools which align with their curriculum

To increase our own awareness and improve our practice of working with people CYP from different ethnic minorities, we have:

- Found out and told the team how to join the SABP BAME network group
- Completed cultural competency training on ESR and encouraged the team to do the same
- We will be starting a book group that anyone in MHST / SBN can join

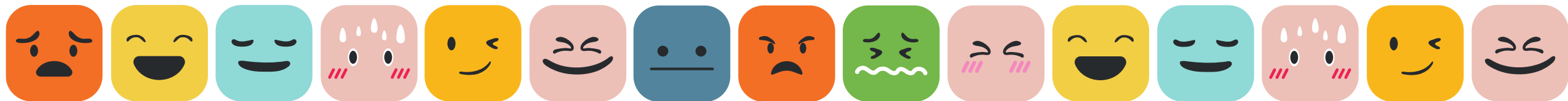
To find out what MH support is already available in Surrey for CYP from ethnic minorities, we have:

- Researched online and existing guides that detail services in surrey
- Reached out to colleagues from youth offending, new leaf and PMHW for their knowledge and awareness
- Contacted Public participation officer – Surrey heartlands ICS – to find out about any services they are aware of / projects they are currently working on



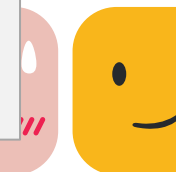
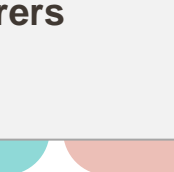
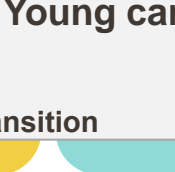
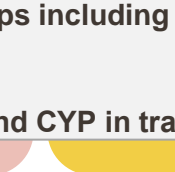
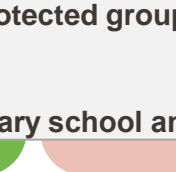
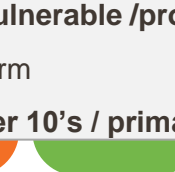
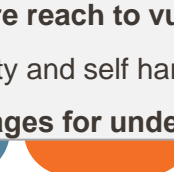
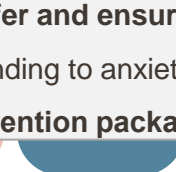
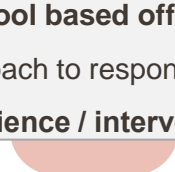
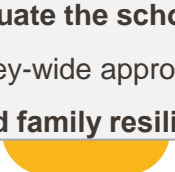
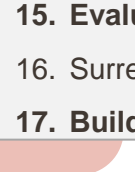
What is working well

- **Launched a new service April 2020**, which was post pandemic and with the greatest level of emotional wellbeing need across our CYP population than has ever before been known **with growing success**.
- The **open and transparent processes implemented with schools, focusing on joint problem solving** is beginning to create a more trusting relationship.
- Embedded model in district and boroughs means there is **close working relationships with community based services**. (include prototype working)
- **Working strategically with partners on the team around the school**, Inclusion Strategy, Suicide Prevention Strategy and collectively identifying schools who may benefit from being approached to explore if extra support would be helpful to develop WSA to EWMH.
- **School clusters have named leads working with schools**.
- MHST - **integrated delivery for WSA with SCC and levels of direct support being provided**
- **Reference groups are ensuring co-production is central**
- The work with secondary schools has resulted in operational procedures being tested from 2 Trusts and local schools enabling safety plans created in crisis to be shared via designated safeguarding leads in schools.
- **Starting to see culture changes** where there is a recognition of supporting schools to respond to the needs of CYP EWMH rather than all responses being to refer out to 'CAMHs'.
- **Working groups focussing on young carers, LGBTQI+, UVP to ensure we have voice in our service**



Work in progress - next steps

1. **EWMH strategy to be published by December 22 with local transformation plan (NHS requirement) incorporate. This will form the strategic framework for all across Surrey to improve EWMH of our CYP.**
2. To formalise the draft school strategy outlined on slide 4
3. To provide easier access to help and support through digital innovations and self-help packages and increase signposting and awareness of what support is available.
4. To continue to **work together with schools to have a much stronger focus on early intervention, whole school approach and EWMH support for children and young people embedded in all our schools and colleges:** (risk support)
5. **MHST Deep Dive and school based needs evaluation.**
6. Reference Groups Focus for 22/23:
 - Primary:
 - Secondary: evaluation of the safety plan work and roll out.
 - Special Schools: recruitment and embed new model of working
 - Independent Schools:
7. **Whole system approach to supporting CYP affected by anxiety.**
8. Increase service user involvement in decision making and influencing service design.
9. To transform the neurodevelopmental pathway and ensure there is a shift from 'disability' to 'diversity' and from diagnosis led to needs led. This is recognition that investment has become skewed to diagnosis rather than support and intervention.
10. To strengthen the developments and plans attached to schools and suicide prevention.
11. **Work alongside Surrey Wellbeing Partnership to secure funding to expand the offer to primary schools and Primary Care Networks**
12. **Connect with social prescribing projects** across Surrey aimed at CYP.
13. Work alongside SWP to connect with community co-ordinators (cluster meetings) and expand the support to primary school aged families.
14. **Increasing CYP being central to decision making**
15. **Evaluate the school based offer and ensure reach to vulnerable /protected groups including Young carers**
16. Surrey-wide approach to responding to anxiety and self harm
17. **Build family resilience / intervention packages for under 10's / primary school and CYP in transition**



How to access support in a crisis: Contact lines, in and out-of-hours

CYPS Havens- offering youth focused drop-in support to young people. Please refer to the website for the opening hours of your local centre (<https://www.cyphaven.net>)

Neurodevelopmental Helpline: offering out of hours support (5pm to 11pm) and advice to families with a child with underlying neurodevelopmental issues: Tel: **0300 222 5755**.

CYPS Crisis Line (24-hour telephone support)- Tel: **0800 915 4644** offering support and advice to families and young people in crisis

For Out of hours support:

Extended Hope Service Tel: 01483 517878-offering telephone support from 5pm to 11pm for young people and parents where there are concerns regarding a mental health crisis.

In the event of a medical emergency:

- NHS 111 for non-urgent medical advice
- A&E department for urgent medical care



Poll time!

How can we improve young carers emotional wellbeing and mental health?

Think about what you have heard today – let's take action!

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How can we improve young carers emotional wellbeing and mental health?



Host takes from the day

- **2023 could be the year of young carers – it is in our hands!**
- **“It is crucial to identify young carers as early as possible” and support to adulthood**
- **Think about young carers in the context of their families and support whole families**
- **Seek out, listen and act on the voice and views of young carers**
- **Education settings are the prime sites for identification and support of young carers, even if off-site**
- **Accredited young carer systems and tools are readily available to schools and colleges to adopt and adapt**
- **It is likely many school and community support teams/ services can support by being ‘young carer aware’**
- **Whether in countywide systems, schools, colleges, community teams – top level support/ lead needed**
- **It’s in our hands – let’s make 2023 the year of young carers!**

Making Time for Young Carers in Surrey

Thank you to our speakers and to you for listening

Think Young Carers and make time for young carers

Take the Young Carers Pledge

Implement the Surrey strategic priorities

