**Young Carers in Schools**

**Programme**

**Best Practice**

**2022**

**Standard 1: Understand**

**The Young Carers’ School Operational Lead can show established processes within and outside of the school for inter-agency working to support young carers and their families.**

Anonymised referral form for support for young carers.

Minutes of meetings where young carers support needs and the outcome of support put in place.

Evidence of links with the local YCs.

Feedback from a young carer on support they have received. Case study / quote comments.

**Monitoring of internal management systems and engagement with pupils is utilised to identify when additional support may be needed for the young person and the family and appropriate support is given / referrals made.**

Tracking data for young carers attendance / attainment through SIMs or other systems Excel.

Processes for students including young carers who are not meeting their targets.

Evidence of support offered to students struggling with attendance and attainment.

Evidence of an impact in the support offered (an increase in attendance/attainment, well-being).

**The school includes young carers in its whole school development plans where appropriate. Giving consideration to available local and national guidance and support for young carers and their families.**

Evidence of a whole school commitment – Young Carers staff training.

Young Carers awareness day activities – presentations.

Ensuring there is a Young Carers Operational lead in place and their information is shared on the website or through social media.

**Standard 2: Inform**

**Good practice examples and support on amending practice and policy for young carers is shared with local schools (including feeder and linked schools).**

Evidence of information on support offered for young carers in the school shared through transition presentations / meetings.

Evidence of SLT sharing information from operational lead with feeder schools, posters, documents to support the feeder schools to identify young carers.

Trainee teachers meeting with operational lead to discuss their role in identifying and supporting young carers in education.

**There is a named Young Carers’ Lead Governor/Trustee who raises awareness and ensures policies and practices are inclusive of young carers school-wide.**

Having a named governor supporting the young carers agenda.

Copy of agenda and minutes where young carers have been discussed following the letter sharing information.

Young Carers policy ratified by the governors.

Evidence of training for staff on young carers.

**Standard 3: Identify**

**Individual pupil support plans/provision maps are in place, which take into account caring roles, including transitional plans for young carers entering and leaving the school.**

Evidence of PSP / personalised document used to monitor on interventions for young carers.

Schools are aware of the Young Carers rights to a Carers Needs Assessment from the local authority and have information to refer to.

School has links with YC Services to refer and support assessments at the school as and when required.

Transition information shared between feeder schools, information regarding potential young carers is shared at point of transition.

**Specific training is undertaken with teachers to identify young people affected by stigmatised illnesses (such as parental mental ill health, parental substance misuse and HIV).**

Staff training evidence of this.

Evidence of dates training has been scheduled for.

Evaluation forms completed following training and feedback given from any questions raised by the provider.

External organisations to complete the training.

**Other systems and processes are utilised to actively identify young carers.**

Tracking attendance / attainment to monitor students supporting the identification of young carers.

Schools research network information can be used to identify young carers, also schools using a questionnaire to support the identification of young carers.

**Standard 4: Listen**

**The gathering of young carers' views and needs are embedded into the schools monitoring processes.**

Evidence of young carers consulted with regularly at sessions or via email on what support they require from the school.

Quotes and questionnaires to evidence this.

**Standard 5: Support**

**Systems are in place within your school to signpost and/or undertake whole family work that aims to support parents/disabled siblings in order to prevent or reduce a caring role.**

School staff having information on what interventions are in place for young carers.

Case study from young carers on positive impact of referrals to young carers services.

Any agencies or support workers working within the school are aware of the school's operational lead for young carers.

**Your school is accessible to pupils' relatives, who are disabled or who have a long-term illness. Communication strategies include provisions for any parent with visual, hearing, communication impairment or translation needs.**

Equal opportunities policy in place for parents.

Processes and support options in place for those parents with communication barriers.

Statements or case study of support offered and received from the school to overcome and access support.