

Title: **Policy Guidelines: Young Carers**

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Produced and agreed by: **Devon County Council Children's Services Division**

Devon County Council Education Directorate

Devon Primary Care Trusts

Connexions

Zero14plus

Westbank League of Friends

Devon Youth Association

Carewise

Unite – Carers in Mid Devon

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Foreword

This Policy has been produced and agreed by the following agencies:

- ◆ Devon County Council Social Services' Children's Services Division.
- ◆ Devon County Council Education Directorate.
- ◆ Devon Primary Care Trusts.
- ◆ Connexions.
- ◆ Zero14plus.
- ◆ Voluntary Organisations:
 - Westbank League of Friends.
 - Devon Youth Association.
 - Carewise.
 - Unite – Carers in Mid Devon.

The nature of service for young carers by these agencies is:

- ◆ To raise awareness amongst young carers, peers and professionals.
- ◆ To ensure young carers have access to the ordinary childhood opportunities available to any young person.
- ◆ To provide services which support young carers in their caring role.

Part One: National Policy and Legal Context

1.1 Legal Reference

- ◆ Carers (Recognition and Services) Act 1995.
- ◆ Children Act 1989 - Children in Need.
- ◆ National Strategy for Carers: Caring about Carers.
- ◆ National Service framework for Mental Health.
- ◆ Carers and Disabled Children Act 2000.
- ◆ Education Act 2002.
- ◆ Children Act 2004.
- ◆ Carers (Equal Opportunities) Act 2004.
- ◆ National Service Framework for Children.

1.2 Introduction

Definition of a young carer

A young carer is a young person, up to the age of 18, whose educational, health, social or emotional development may be affected by their caring responsibilities in the family. This will be:

- ◆ At home or elsewhere.
- ◆ In respect of physical or emotional caring.
- ◆ Normally on a long-term basis.
- ◆ In comparison to what any young person of comparable age could reasonably be expected to experience or achieve.

This differs from other definitions of carers and young carers, which often define 'caring' in terms of the disability or illness of the person being cared for. The above definition concentrates on the young person. This is because young people have a right to their childhood and the opportunities for educational, health, social and emotional development that go with it. Young carers are not adult carers who are

small, but children with a future. As it states in the National Strategy For Carers:

“There may be a narrow dividing line between ‘helping around the house’ which many children do, and providing personal care for a relative. But, in the worst cases, young carers can be harmed by the responsibilities and expectations placed upon them.”

A central aim of the National Strategy, in respect of young carers, is *“...to ensure that children whose parents or other relatives have specific needs arising out of disability or health conditions, enjoy the same life chances as all other children in the locality.”*

Caring responsibilities can have varied effects on the life of a young person. These can in fact be very positive; caring should not in itself be viewed as a negative thing, but the difficulties it can create need to be recognised and addressed. There may be problems in school, with attendance, completing homework, and feeling isolated from or being bullied by peers. There may be lack of time for play, sport and leisure activities, and feelings of guilt and resentment when their own needs conflict with those of the person they are helping. They may feel that professionals do not listen to them and are only there for the adult. There may be problems moving into adulthood, in finding work and establishing their own home and relationships.

The Census 2001 estimated the number of young carers in the UK to be 175,000. Identifying and assisting young carers can be complex. The concept of ‘young carers’ and their discrete needs is still at a relatively early stage, so that awareness-raising in itself is still a primary objective. The emotional aspects of caring can be more difficult for children and young people to cope with, being less well equipped than adults to deal with them. Caring that is primarily of an emotional nature can be particularly stressful. Other aspects of caring can also create greater anxieties for young carers, for example lack of knowledge about a parent’s disability or that any assistance might be possible. Young carers or their parents may have fears that the young person will be taken into care if they ask for help.

In addition, identification of and assistance to young carers requires a more co-ordinated approach because it crosses organisational and agency boundaries. It significantly involves Social Services, Education, Health and other agencies, plus the voluntary sector. Within Social Services, it involves Adult Services, Mental Health Services and Children’s Services including children with disabilities. Assessment of need of the adult or disabled child is the crucial point at which to identify whether there may be a young carer in the family. However, many young carers are still not being readily identified.

Part Two: Devon Context

2.1 Current Situation

All agencies and organisations now have a shared responsibility for young carers, working together to ensure young carers are identified and their needs met.

In Devon, there is a **Young Carers Development Worker** in each of the PCT Areas, funded principally via the Carers Grant. The main thrust of their work is awareness-raising and training for professionals, identifying young carers through greater awareness and the assessment process, and developing services and information to meet identified needs. This is taken forward in consultation with young carers, so that they are involved and can influence what is provided.

The Countywide overview on Young Carers' strategy, needs and services is taken by the **County Young Carers Steering Group**, a multi-agency group that meets quarterly. Successful young carers' work depends on many agencies and organisations working together at County and local level to a common purpose.

2.2 Effects of Caring

The following indicates the effects for children and young people of providing care as identified in '*Caring For Carers*', with the kinds of service response now being worked towards in Devon. Although some of the effects of caring will relate to some agencies more than others, all have a responsibility for appropriate service response.

Effect of Caring	Service Response
Problems at school, for example, homework, lateness, absence, educational attainment, bullying.	<ul style="list-style-type: none">• Raising awareness in schools, e.g. School Nurses, Teachers, Pastoral Leads.• Role of Pastoral Leads.• Awareness by and role of Education Welfare Officers, Connexions Personal Advisers, Class Teachers.
Isolation from other children of the same age and other family members.	<ul style="list-style-type: none">• Access to the same play and leisure activities as other children their age, e.g. via Youth Workers, Zero14plus.

Effect of Caring	Service Response
Lack of time for play, sport, leisure activities.	<ul style="list-style-type: none"> • Equality of access for those in rural areas; take transport costs into account when setting budgets. • Group work. • Opportunities for respite breaks, e.g. via Social Services.
<p>Conflict between their needs and those cared for, with feelings of guilt and resentment.</p> <p>Feeling that nobody is there for them, that professionals do not listen to them and are working only with the person cared for.</p>	<ul style="list-style-type: none"> • Assessment, validating their needs. • Availability of counselling. • Befriending schemes/activities. • Information, from <i>all</i> agencies. • Awareness-raising with professionals.
Lack of recognition, praise or respect for their contribution.	<ul style="list-style-type: none"> • Child's opinion is sought and valued during the assessment process, including assessment of adult cared-for person. • Provision of services to meet their own assessed needs. • Awareness-raising with professionals and families.
<p>Feeling different from other children and unable to be part of a group.</p> <p>Feeling no-one else understands their experience.</p>	<ul style="list-style-type: none"> • Support groups/drama workshops. • Access to mainstream activities, provided by <i>all</i> agencies and organisations. • Availability of counselling. • Befriending schemes.
Problems moving into adulthood.	<ul style="list-style-type: none"> • Recognise this as a phase of transition. • Emphasise the need for 'ordinary' childhood activities/experiences and normalisation.

2.3 Services for Young Carers

Not all young carers require group projects or special services to meet their needs. What most young carers need is simply access to what is ordinarily available to young people, principally social and leisure activities - this is very important in itself.

Services do need to be available for young carers with significant levels of responsibility which are impacting on their lives. The range of services that these young carers may need is:

- **Individual work**
This may be the same as for any young person, although focusing on their caring role.
- **Group work**
This gives opportunities to get together with other young carers. The practicalities of access need to be considered, for example, preferably school-based, or a lunch-hour youth project, or with transport provided after school.
- **Helpline**
It is helpful to young carers just to know that someone is there. There is the Carers UK Helpline that operates on Wednesdays and Thursdays, 10.00 – 12.00 noon and 2.00 – 4.00pm, telephone number 0808 808 7777. However, late at night and weekends can be particularly difficult for young carers.
- **Befriending/mentoring schemes**
These match young carers with trained adult volunteers, who have an understanding of their situation and provide one-to-one support.
- **Practical assistance**
Services such as domiciliary care should support young carers in their task in a practical way, including giving them time for their own activities.
- **Staying healthy**
Checks on and advice about maintaining their own health and well-being.
- **Holiday activities**
Places need to be available to allow young carers to be ordinary children (specialist and mainstream).
- **Information**
Specific information for young carers should be available; Devon has a Young Carers Information Pack, and a website:
www.devon.gov.uk/youngcarers

- **Respite breaks**
Young carers may need regular breaks from their caring responsibilities (specialist and mainstream).
- **Training**
Young carers often need access to training in areas such as Lifting and Handling, First Aid, Budgeting, Food and Hygiene, where this supports their caring role appropriately.

2.4 Priorities for Action

A sea-change has been taking place in the working relationships of professionals who work with young people, through the legislation relating to children and carers enacted in the past few years. Responsibilities are no longer solely with individual agencies for their respective areas, but services are seen as a shared response to needs.

The primary aims of services for young carers are:

- To raise awareness amongst young carers, peers and professionals.
- To ensure young carers have access to the ordinary childhood opportunities available to any young person.
- To provide services which support young carers in their caring role.

Young carers may appear in a number of different ways, sometimes in showing the effects of caring already outlined, sometimes where they are a family member of an adult with needs. Professionals should ask themselves questions such as:

'Could this situation or behaviour have arisen because this child is a young carer?'

'Is there a child in this family who is doing some of the caring for the adult?'

'What needs does this young person have which should be met to help them in their caring role?'

Priorities

Awareness-Raising/Training: Ensure that all professionals are aware of:

- The existence and needs of young carers.
- The rights of young carers.
- The responsibility to recognise and identify young carers.
- The appropriate service responses.

Assessment: Under the Common Assessment Framework, young people should be assessed *wherever they appear* – whether young

carers are first identified at school, at the G.P.'s surgery, as the child of an adult being assessed, or wherever.

Services Geared to Inclusion: Provide mainstream services with the flexibility to include and support those young people undertaking caring tasks. This recognises that one size will *not* fit all and that there are hard-to-reach groups.

Information: Ensure that information is available to young carers, easy to access, at an appropriate level, and relevant to their needs. This may include information about the cared-for person.

Network Links: Active steps are taken to make appropriate links with agencies and local service providers, including voluntary organizations. **NB:** Whilst there is a Young Carers Development Worker in each PCT Area as a focal point for issues and actions, simply passing a young person's details to them is *not* normally an adequate response.

A **Monitoring Framework** will cover the relevant areas, to provide the required data and for appropriate developments.

2.5 Standards

The Standards used in this Policy (see Appendix) were adapted from the Carers National Association's '*Carers Code*' endorsed by Devon Social Services Committee in 1996, describing what carers (and therefore young carers) can expect. (CNA is now known as Carers UK.)

In the multi-agency context of young carers, the Standards are interpreted as applicable for the agencies - Social Services, Education, Health, Connexions, Zero14plus - in terms of their tasks and how they may be achieved.

2.6 Tasks for Young Carer Services

The responsibilities of Social Services, Education, Health, Connexions and Zero14plus in respect of young carers' work have been identified as follows. This lists the tasks for each and gives pointers to have they may be achieved.

Young Carer Services, Social Services

The following Standards are linked to Social Services' Strategic Programme, which includes in DCC's goal of *A healthy and caring Devon* the focus on 'developing services to support all carers, including young carers' who may still be caring as they enter adulthood.

Standard 1: Recognition	
Tasks	How to achieve
<ul style="list-style-type: none"> ◆ Provide expertise in awareness-raising/training. • Ensure that community strategic planning takes account of young carers. 	<p>Via Young Carers Development Workers across the County. Rolling programme of training for groups of professionals. Awareness-raising with young people. YCDWs on local planning groups.</p>

Standard 2: Choice	
<ul style="list-style-type: none"> ◆ Ensure assessments include the needs of young carers. 	<p>Adult/Disability/Mental Health Teams to identify young carers during the assessment process/documentation. Young Carers are assessed via the YC Assessment Form, or the CIN Form in complex cases. Multi-agency approach is used where appropriate.</p>
<ul style="list-style-type: none"> ◆ Listen to what families are saying about the kind of help they want. 	<p>Ensure that both assessment and response are geared at the right level for the situation. Make best use of partners, organizations and volunteers in achieving outcomes.</p>

Standard 3: Equity	
<ul style="list-style-type: none"> • Be aware that the Carers (Recognition and Services) Act 1995 applies to children and young people, and reinforces Social Services' responsibility to help families to manage. 	<p>Organisational commitment both to assessment and to service provision/signposting for young carers and their families.</p>
<ul style="list-style-type: none"> • Recognise that a variety of factors (cultural expectations, finances, family relationships) besides the nature of the illness/disability, may affect a family's need for support. 	<p>Factors are recognised during the assessment process. Carry out the Monitoring Framework to capture assessments and services provided, including to hard-to-reach groups.</p>

Standard 4: Consultation	
Tasks	How to achieve
<ul style="list-style-type: none"> ◆ Utilise young carers projects for consultation. 	<p>All appropriate opportunities with young carers are used by YCDWs for consultation.</p> <p>Annual summary of young carer views is produced for input to the Devon Carers Plan and service planning.</p>

Standard 5: Information	
<ul style="list-style-type: none"> ◆ Provide targeted information for young carers, with particular emphasis on distribution to those not already known to Social Services or another agency. 	<p>Young Carers information Pack is updated at least annually and includes local information.</p> <p>YCDWs produce a newsletter for young carers in their Area.</p> <p>YCDWs review information needs in the light of consultation with young carers and liaise with other agencies as necessary.</p> <p>YCDWs promote the availability of appropriate information in other agencies.</p>

Standard 6: Provision of Practical Help	
<ul style="list-style-type: none"> ◆ Provide mainstream services that are flexible and geared to the inclusion of caring tasks to support young carers, enabling them to make the most of school or college opportunities. 	<p>Young carers and their families are an identified group for service delivery within provider contracts, with one point of access.</p> <p>Domiciliary care workers are trained in the needs of young carers.</p>
<ul style="list-style-type: none"> ◆ Consider availability of transport to assist young carers in accessing social and leisure opportunities, particularly in the rural areas. 	<p>Budgets and volunteer recruitment take this into account.</p>

Standard 7: Minimise the Cost of Caring	
<ul style="list-style-type: none"> ◆ Agree how a service package is to be arranged and funded, seeking flexibility across children's and adults' services. 	<p>Flexibility across Children's and Adult Services, with one point of access.</p>

Standard 8: Co-ordinated Services	
Tasks	How to achieve
◆ Provide co-ordination for professionals involved with young carers in each Area.	Via YCDWs, who make contact with key personnel in all agencies and organisations, including when there are staff changes.
◆ Ensure care plans are known and understood by young carers.	Care plans are fully explained, and the young carer receives their own copy. With the young carer's permission, the care plan is distributed to other involved professionals.

Standard 9: Training	
◆ Provide co-ordination of joint training opportunities.	Via YCDWs.

Standard 10: Valuing Carers	
◆ Care plans recognise and value the role of young carers and that they have their own needs; these needs are provided for before the young carer reaches crisis point.	Taken into account as part of the assessment process and when identifying relevant services.

Young Carer Services, Education

The following Standards are linked to Achieving Excellence: A Vision for Learning and the Transition Plan for Children and Young People in Devon 2005-2006. The chapters on the Vision for Learning and the Vision for Wellbeing set out the key aspirations and commitments for children and young people.

Standard 1: Recognition	
Tasks	How to achieve
<ul style="list-style-type: none"> ◆ Schools and other educational settings to ensure that they have at least one teacher who is aware of the young carers' issues set out in these policy guidelines and able to undertake appropriate training. 	<p>Young Carers Development Workers and Education Welfare Officers to work with managers in identifying a key member of staff. Ensure that information and training opportunities are known.</p>
<ul style="list-style-type: none"> ◆ Review, as appropriate, any relevant policies, for example, bullying. 	<p>Senior managers to consider the issues of young carers when undertaking the review of relevant policies.</p>

Standard 2: Choice	
<ul style="list-style-type: none"> ◆ Provide opportunities for children and young people to discuss their family circumstances/caring role at home, but respect their right to/wish for confidentiality and privacy. 	<p>Ensure that young carers know who they can talk to within the school/educational setting.</p>

Standard 3: Equity	
<ul style="list-style-type: none"> • Recognise that a young person may view school as a source of help or as a sanctuary from problems at home. 	<p>Managers to highlight the issues relating to young carers with all staff.</p>
<ul style="list-style-type: none"> • Be flexible where appropriate about homework deadlines, lateness, and offer extra support if appropriate. 	<p>Policies reflect the needs of young carers.</p>
<ul style="list-style-type: none"> • Work with parents if their child has any difficulties in school. 	<p>Ensure that parents know the appropriate communication routes within the school/educational setting.</p>

Tasks	How to achieve
<ul style="list-style-type: none"> The revised Code of Practice (October 2004) states that service providers may have to make other 'reasonable adjustments' in relation to the physical features of their premises to overcome physical barriers to access. 	School Managers review their School Access Plan on an annual basis, to incrementally address their needs.

Standard 4: Consultation	
Tasks	How to achieve
<ul style="list-style-type: none"> Support young carers to participate in consultation exercises via school young carers' groups. 	Young Carers Development Workers to work with staff to provide opportunities for participation.

Standard 5: Information	
<ul style="list-style-type: none"> Help young carers to obtain information about their relative's illness or disability, and about services and support that may be available. 	Young Carers Development Workers to offer a signposting service. Education staff to be aware of this service.

Standard 6: Provision of Practical Help	
<ul style="list-style-type: none"> Wherever possible offer access to a telephone, in privacy, for young carers to check on an ill or disabled relative. 	Young Carers Development Workers to advise staff.
<ul style="list-style-type: none"> Offer to arrange emotional support e.g. through counseling if needed. 	Key staff to be aware of the needs of individual young carers and to offer emotional health support services. Consider self-referral opportunities for young carers.
<ul style="list-style-type: none"> Encourage young carers to engage in leisure and social opportunities e.g. Youth Service activities. 	Young Carers Development Workers and key staff offer a signposting service e.g. through Extended School Developments.

Standard 7: Minimise the Cost of Caring	
Tasks	How to achieve
<ul style="list-style-type: none"> ◆ Be aware of the circumstances of young carers and refer on for assistance as necessary. 	<p>Staff to alert Education Welfare Officers if circumstances are creating additional difficulties. Advice is offered e.g. Educational Maintenance Allowance for Post-16 Education.</p>

Standard 8: Co-ordinated Services	
<ul style="list-style-type: none"> ◆ Ensure school policies take account of the needs of young carers. 	<p>Policy leads to be aware of the issues for young carers when writing key documentation. Alert Governing Bodies to the needs.</p>
<ul style="list-style-type: none"> ◆ Ensure that the school nurse is aware of children who are young carers, but respect their right to/wish for confidentiality and privacy. 	<p>Use information-sharing protocols to offer appropriate health support.</p>

Standard 9: Training	
<ul style="list-style-type: none"> ◆ Promote awareness-raising work for the Education Welfare Service, teachers, staff, and governors about the issues faced by young carers. 	<p>Young Carers Development Workers to liaise with key staff e.g. Education Welfare Officers to offer a variety of training opportunities.</p>
<ul style="list-style-type: none"> ◆ Offer training to teachers to recognise signs of family problems/inappropriate young caring - such as chronic lateness/absence, exhaustion, preoccupation, behaviour problems, bullying - and consider ways to address them so that every teacher is confident that they know what to do. 	<p>Teachers to liaise with key staff, e.g. Young Carers Development Workers, EWOs, to explore training opportunities. These could include leaflets, courses or individual advice.</p>

Standard 10: Valuing Carers	
<i>Tasks</i>	<i>How to achieve</i>
◆ The approach of schools and educational settings to young carers takes account of their legitimate caring responsibilities and is flexible in response.	An inclusive approach is promoted, i.e. in which the needs of young carers are recognised. Support for the Standards in the Carers' Code can be evidenced.
◆ Action is taken to minimise any adverse effects to promote the educational attainment of young carers in school and educational settings.	Policies are written and implemented in a way which addresses the needs of young carers.

Young Carer Services, Health

PCT's have four main functions

- To identify the health needs of their local population
- To develop primary care services
- To commission services to meet patients needs
- To deliver community based services

All of these will impact on Young Carers and the relatives they care for.

In addition there is much consideration of the needs of children in health at the present time. The Green Paper 'Every Child Matters' and subsequent Children Act 2004, and the Children's National Service Framework, both provide guidance and performance indicators to measure the performance of Trusts in delivering services to children. The Devon Children's Trust will also be a significant development in the delivery of services to children and young people.

Standard 1: Recognition	
<i>Tasks</i>	<i>How to achieve</i>
<ul style="list-style-type: none"> • Health Community planning to include the needs of young carers 	<ul style="list-style-type: none"> • Children's NSF Steering Group to include Young Carers in core Children's LDP
<ul style="list-style-type: none"> • Identify the needs of Young Carers 	<ul style="list-style-type: none"> • Public Health teams to identify Young Carers as a group in the PCT Health Needs Assessment
<ul style="list-style-type: none"> • Develop local plans for Young Carers 	<ul style="list-style-type: none"> • Include Young Carers in Local Delivery Plans • Link to emerging Children's Trust Groups; Prevention Strategy Group; Vulnerable Adolescent Group
<ul style="list-style-type: none"> • Identify Young Carers at practice level 	<ul style="list-style-type: none"> • Include Young Carers in practice Carers Registers
<ul style="list-style-type: none"> • Utilise primary and community care staff as key professionals in identifying young carers locally 	<ul style="list-style-type: none"> • Education and awareness raising. • Development of identification check-list for recognizing young carers

Standard 2: Choice	
Tasks	How to achieve
<ul style="list-style-type: none"> Recognise that there is no obligation, emotional or practical, on a young person to be a carer 	<ul style="list-style-type: none"> Check as part of assessment of every adult patients care needs what dependants do they have who might be expected to assume a carers role, and whether that is appropriate or reasonable

Standard 3: Equity	
<ul style="list-style-type: none"> Ensure that Young Carers needs are not overlooked when considering the health needs of the looked after person 	<ul style="list-style-type: none"> Assessment of carers needs included in assessment of patients needs Key worker or advocate for young carer to ensure their needs are met

Standard 4: Consultation	
<ul style="list-style-type: none"> To seek to include Young Carers in Consultation about Services 	<ul style="list-style-type: none"> Include Young Carers in Trusts Public and Patient Involvement Strategies and Work Plans. Encourage Patient Forums to consider Young Carers issues.
<ul style="list-style-type: none"> Use appropriate and accessible methods of involving Young Carers in consultation. 	<ul style="list-style-type: none"> Use of young people appropriate venues Use of I.T. and websites. Links with Young Carers Development Workers activities/surveys

Standard 5: Information	
Tasks	How to achieve
<ul style="list-style-type: none"> • Provide information for families about health services and help to access services 	<ul style="list-style-type: none"> • PALS services • PCT patient prospectus • Practice leaflets
<ul style="list-style-type: none"> • Provide relevant and appropriate information for families about medical conditions 	<ul style="list-style-type: none"> • NHS Health Information Services • Walk in Centres • NHS Direct
<ul style="list-style-type: none"> • Provide a Confidential advice and liaison service for Young Carers 	<ul style="list-style-type: none"> • PALS Services
<ul style="list-style-type: none"> • Provide easy access to PALS services for young people 	<ul style="list-style-type: none"> • Link PALS Services to schools, youth groups, HLC's, young carer support groups/respice activities

Standard 6: Provision of Practical Help	
<ul style="list-style-type: none"> • Provide sufficient healthcare to meet the patients needs 	<ul style="list-style-type: none"> • Comprehensive assessment of need and delivery of services appropriate to need.
<ul style="list-style-type: none"> • Assess the young carer's own health care needs and meet these as appropriate. 	<ul style="list-style-type: none"> • Consider Young Carers health needs as part of assessment of the cared for person • Develop services to meet identified needs
<ul style="list-style-type: none"> • Offer counselling and psychological support 	<ul style="list-style-type: none"> • Access to primary and specialist support services
<ul style="list-style-type: none"> • Offer bereavement support 	<ul style="list-style-type: none"> • Access to bereavement services provided by the NHS or other providers.

Standard 7: Minimise the Cost of Caring	
<ul style="list-style-type: none"> • Provision of benefits information to front-line staff, in surgeries and hospitals 	<ul style="list-style-type: none"> • Use of Benefits Agency literature. • C.A.B. Outreach Services
<ul style="list-style-type: none"> • At the point of referral or identification provide advice and information 	<ul style="list-style-type: none"> • Nomination of a key professional to ensure the young carer has all necessary information and all options can be considered

Standard 8: Co-ordinated Services	
Tasks	How to achieve
<ul style="list-style-type: none"> • Ensure Primary Health Care Teams understand local assessment procedures and refer appropriately 	<ul style="list-style-type: none"> • Up to date information to Primary Health Care Teams which is regularly reviewed by all partners
<ul style="list-style-type: none"> • Establish follow up/referral protocols for parents diagnosed with long-term disability or illness 	<ul style="list-style-type: none"> • Practice based patient reviews and development of patient pathways for these patients
<ul style="list-style-type: none"> • Involve Young Carers at all stages of hospital admission and discharge procedures 	<ul style="list-style-type: none"> • Education of professionals. • Consideration of young carers needs in development of patient pathways

Standard 9: Training	
Tasks	How to achieve
<ul style="list-style-type: none"> • Ensure that primary, community and secondary healthcare providers receive training on Young Carers issues and meeting the needs of young carers. 	<ul style="list-style-type: none"> • Use training opportunities in all settings <ul style="list-style-type: none"> ○ practice meetings ○ PCT protected learning events ○ Clinical governance Links Meetings ○ Involve Young Carers Development workers in staff training
<ul style="list-style-type: none"> • When each child is identified as a young carer use it as an opportunity to train the professionals involved. 	<ul style="list-style-type: none"> • Use team meetings, case reviews, significant event audits as appropriate

Standard 10: Valuing Carers	
<i>Tasks</i>	<i>How to achieve</i>
<ul style="list-style-type: none"> ● Providing training for Young Carers (e.g. moving and handling to promote back care) 	<ul style="list-style-type: none"> ● Involvement in Young Carers Development Workers development of rolling programme to meet needs identified through assessments. ● Link with Young Carers Development Workers to provide input to activities provided locally for young carers.
<ul style="list-style-type: none"> ● Ensure Young Carers are fully involved as appropriate in issues relating to caring for an ill or disabled relative 	<ul style="list-style-type: none"> ● Education of professionals

Connexions and Young Carers

Connexions Cornwall and Devon's purpose is to help all young people engage in learning and work.

Standard 1: Recognition	
Tasks	How to achieve
Each young carer has access to a Personal Adviser.	Establish close links between Connexions and Young Carers Development Workers so that, with the young person's permission, names of young carers can be exchanged. Connexions workers to establish links with named person in school with responsibility for young carers.

Standard 2: Choice	
Opportunities for young carers to increase their awareness of learning and work possibilities and how to access them – given their individual circumstances as a young carer.	Group work and individual interviews for young carers to review interests and aptitudes and look at options and consider how these can be achieved.

Standard 3: Equity	
Nominated champion for young carers in each office.	Cathy Moran to take lead role to promote relevant information and understanding of young carers' issues within Connexions. Share ideas and good practice with other champions.
Flexibility in where and when we meet young people to accommodate their needs.	Agreed what is appropriate with young carer.

Standard 4: Consultation	
Tasks	How to achieve
To seek views of young people to help in planning service delivery.	Include willing young carers in consultation exercises. Connexions to use established young carers groups for consultation.

Standard 5: Information	
To provide access to Connexions through a range of methods to suit young carers.	Young carers can access Connexions via website texting, freephone number, publications – including the Sorted booklet. Also via School and Community Personal Advisers.

Standard 6: Provision of Practical Help	
Opportunities for young carers to access support to overcome barriers.	Individual interviews to arrange appropriate support and referral to other agencies if necessary.

Standard 7: Minimise the cost of caring	
Awareness of young carers' circumstances.	Refer on for appropriate support.

Standard 8: Co-ordinated services	
Work in partnership with others supporting young carers.	Ongoing networking with appropriate agencies.

Standard 9: Training	
Tasks	How to achieve
Access training opportunities to raise awareness about young carers' needs.	Attend young carers training events. Inviting Young Carers Development Workers to Connexions team meetings.

Standard 10: Valuing Carers	
To raise awareness of needs of young carers amongst training providers and employers.	When Connexions workers visit employers and training providers they could highlight the support available for young carers, if needed.

Young Carer Services, Zero14plus

The following Standards are linked to the organisation's targets
zero14plus aim to support and develop high quality, sustainable early education and childcare provision which is accessible, affordable, responsive and sufficiently flexible to meet the needs of all children, thus supporting their families and others caring for them

Standard 1: Recognition	
Tasks	How to achieve
Ensure that all out of school settings are made aware of the needs of Young Carers that may attend their setting.	By sending out general information to all out of school settings. By adding an article in the zero14plus newsletter
Ensure that staff are given the contact route for referring to the Young Carers Development	By sending out list of contact numbers. Cascading awareness training through networks.

Standard 2: Choice	
By ensuring that the Young Carer and their families can access up to date information on the different forms of provision in their area.	By accessing the DISC and Disc Plus website. Putting the YC Development Workers on the mailing list for the district and County Newsletters.

Standard 3: Equity	
Supporting settings to be flexible in any admissions policy they may have.	Raising awareness of the needs of the Young Carer and their families through an information/presentation at zero14plus meetings.

Standard 4: Consultation	
Ensure that consultation with the Young Carer and their families is not done in isolation but part of the wider consultation agenda	By linking together all agencies currently working with Young People, such as the Children's Fund, Devon Play and zero14plus.

Standard 5: Information	
Tasks	How to achieve
By ensuring that Young Carers and their families can access up to date information on the different forms of provision in their area.	By accessing the DISC and Disc Plus website Putting the YC Development Workers on the mailing list for the district and County Newsletters
Ensuring that Young Carers are at the heart of decision making regarding children's right to play.	By sending a YC development worker to represent Young Carers on the zero14plus Play Strategy task group

Standard 6: Provision of Practical Help	
Make available information on services offered through zero14plus including grant funding to develop and support settings.	By making a presentation to YC Development Workers
	By linking the zero14plus District Co-ordinators and the Inclusion Play Development Worker to the Y C Development Workers

Standard 7: Minimise the Cost of Caring	
Ensuring that all Parents and Carers are clear on the child care element of the Tax Credit system	By accessing the Inland Revenue link from the DISC home page

Standard 8: Co-ordinated Services	
Ensure that setting policies take into account the needs of the Young Carer	By liaising with Inclusion Development Worker to look at policy wording and distribution
Ensure that the zero14plus staff are aware of the needs of the Young Carer	By initial presentation to the team and regular contact with the District Co-ordinators and the Inclusive Play Co-coordinator

Standard 9: Training	
<i>Tasks</i>	<i>How to achieve</i>
Ensure that the zero14plus staff are aware of the needs of the Young Carer	By initial presentation to the team and regular contact with the District Co-coordinators and the Inclusive Play Co-coordinator

Standard 10: Valuing Carers	
The approach the setting takes to Young Carers takes account of their caring responsibilities and is flexible on the delivery of the service	By ensuring that staff, volunteers and committee members are aware of the individual needs of Young Carers and their family commitments.

Appendix

Carers Code Standards

Standard 1: Recognition

Health, education and social care professionals recognise that carers have needs in their own right, that carers have expertise and skill and often have their own need for services and support.

Standard 2: Choice

Carers have informed choices about taking on the role of carers, about whether to continue and about how much and what care is provided.

Standard 3: Equity

Individual carers' needs are recognised and take into consideration cultural differences, age (including young carers), race, disability, religious background, sexual orientation, gender assumptions and geography.

Standard 4: Consultation

Carers are consulted on policy and service development through representation, participation, acting on what is learnt and developing the carers' voice.

Standard 5: Information

Information is open, realistic, understandable, and easily accessible, and is provided from the time the young carer is identified.

Standard 6: Provision of Practical Help

The Carers Act and Children Act 1989 (Children in Need) are fully implemented, specific carer-focused services are developing which are flexible and provide services that carers want, when they want them. Such services include preventative health care for carers.

Standard 7: Minimise the Cost of Caring

Information on benefits or help getting benefits is available; policies keep charges to a minimum for people on low or fixed income and assistance is given to carers who wish to access or stay in paid employment and young carers in school or college.

Standard 8: Co-ordinated Services

Social Services, Health and Education work and communicate effectively with each other and with other service-providing agencies (including housing, employment agencies and the voluntary and private sectors).

Standard 9: Training

All staff providing services are well informed about carers' and young carers' issues and rights.

Standard 10: Valuing Carers

Carers' health, education, social needs and well-being are promoted by recognising that carers have their own needs and providing support to carers before they reach crisis point.