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**Tool 1:**

Checklist of key ways to refer to the needs of young carers within your existing programme content

**Guidance**

This checklist can be used as a guide to ensure that the essential messages and information about young carers are being shared by providers to their trainees.

The messages can be delivered as a discrete session or as part of wider lessons on inclusion, safeguarding and/or vulnerable pupil groups.

| **Key ways** **to refer to the needs of young carers within your existing programme content** | **Included?** |
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| **When discussing why it is essential that all teachers know how to identify and support vulnerable pupils**   * Local and England-wide evidence demonstrates:   + It is likely there will be many hidden young carers in every school.   + Being able to identify, support and signpost young carers is consistent with the central focus of the Teacher Standards (Department for Education, 2013) to meet the needs of all children.   + Being able to identify and support young carers will improve the attainment and confidence of children who may otherwise struggle at school. * Young carers are specifically mentioned in the Ofsted  Common Inspection Framework (Ofsted, 2015). * The Government states that teachers play a vital role in the identification and support of young carers. |  |
| **When discussing social, educational and psychological barriers to learning that pupils may face**   * Young carers are a vulnerable and disadvantaged group who face particular challenges and demands that impact on their ability to attend, enjoy and achieve at school. * Young carers are children under 18 who are caring **unpaid** for a family member or friend who is ill, frail, disabled or has mental health or addiction problems. * Young carers may carry out a range of tasks as part of their caring role. * There are often multiple signs that a child or young person may be a young carer. These may of course also be indicators of many other issues. However, knowing these signs can help staff to build up a picture of a pupil and ask the right questions to reveal that a pupil is a young carer. |  |
| **When discussing behaviour management, bullying and intervention strategies**   * Teachers should know which member of staff to contact if they have identified a young carer to ensure an appropriate follow-up conversation takes place to identify whether the child or young person has a caring role and if so, what support needs to be put in place. * Some young carers may display poor behaviour within school due to their experiences of caring at home. To identify, support and signpost young carers effectively, teachers need to ensure they have follow-up conversations with pupils to understand the root cause of a pupil’s behaviour, inform the school’s young carers/pastoral leads and take a flexible approach to these pupils, for example allowing time out. * It is important to understand the role of young carers services and how they can provide support. * Understanding young carers’ rights can help with referral and signposting. |  |
| **When discussing special educational needs and disabilities (SEND)**   * Family members with special educational needs can have an impact on the wider family. When looking at the signs that a pupil is a young carer it is important to consider whether they may be caring for a sibling or relative with special educational needs. * It is important to consider whether a young carer may identify with having special educational needs themselves. * If a young carer or person that they care for identifies with having a special educational need, they may be entitled to extra support. |  |
| **When discussing Pupil Premium and free school meals**   * Young carers are frequently eligible for free school meals which enables schools to claim the Pupil Premium Funding. * Using Pupil Premium funding to support all pupils who are young carers is a low cost and effective way of improving the attainment of this often low achieving pupil group. |  |
| **When discussing ways in which schools support vulnerable pupils**   * Schools are adopting a variety of approaches to identifying and supporting young carers. * Best practice for identifying and supporting young carers involves the adoption of a whole school approach. * Trainee teachers can signpost the relevant contacts at their schools to the Young Carers in Schools programme, an essential, free initiative making it as easy as possible for schools to identify and support young carers. |  |



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