

Young Carers Research,
Policy and Practice Forum

**Supporting young carers at
key points of transition**

We will be starting at 1pm

www.youngcarersalliance.org

@YCAAlliance



**Young Carers
Alliance**

Agenda

- 1.00pm **Welcome and setting the scene**
- 1.10pm **Research – Transitions to Adulthood and Young Adult Carers**
- 1.30pm **Research - Young adult carers: making choices and managing relationships with a parent with a mental illness**
- 1.50pm **Policy - The need to support students with caring responsibilities**
- 2.00pm **Comfort Break**
- 2.10pm **Practice - Supporting primary to secondary transitions**
- 2.25pm **Practice – YAC Transitions**
- 2:40pm **Practice – Young Carers in transitions to adulthood**
- 2.50pm **Open floor/Question and Answer**
- 3.20pm **Closing remarks**



**Young Carers
Alliance**

Welcome and housekeeping

- 🌸 Ensure microphones are on mute
- 🌸 We will be recording the session
- 🌸 Introduce yourself and make use of the chat
- 🌸 Any questions will be followed up after the event
- 🌸 Join in the conversation on Twitter - @YCAAlliance



**Young Carers
Alliance**

Young Carers Research, Policy and Practice Forum

Setting the scene - Axel's Story

To read more, visit <https://www.caringtogether.org/news/university-mental-health-day>

@YCAlliance

#CarersWeek



**Young Carers
Alliance**

‘Transitions’, Young Carers Alliance, 6th June 2022, online
Professor Saul Becker, Manchester Metropolitan University

@profsaulbecker

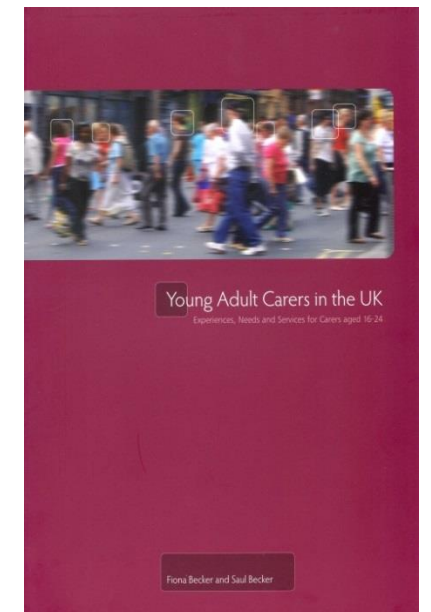
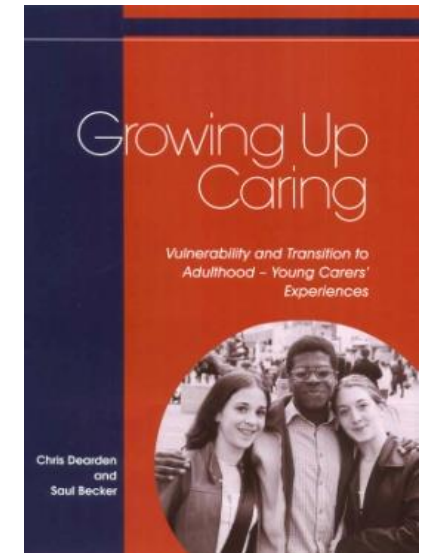


Transitions to adulthood and YACs (2000, 2008)

The process whereby young people move away from dependence for primary, emotional and financial support from their childhood family carers, and their needs for income, shelter and social life are met from a wider range of sources

- Most had cared throughout childhood
- Many will continue caring into adulthood
- Families expected them to do more as they got older
- Schools not supportive
- Lack of career advice
- Educational problems
- Issues finding appropriate work
- Leaving home problematic
- Career & job choices influenced by skills gained
- Transition support is needed for those aged 16+
- Young carers projects in 2008 were poor at transitions work

BUT: There are multiple 'sites' of transition (not just to 'adulthood') where children are especially vulnerable and where interventions (including assessment, services and support) may be especially timely and beneficial



Hours per week spent caring, England & Wales (Census 2011)

AGE	1 - 19 HOURS	20 - 49 HOURS	50+ HOURS	TOTAL
5 - 7	7,177	1,166	1,642	9,985 (6%)
8 - 9	9,424	1,204	1,520	12,148 (7%)
10 - 14	59,262	7,043	5,961	72,266 (41%)
15	19,596	2,489	1,763	23,848 (13%)
16 - 17	47,309	7,520	4,842	59,671 (33%)
All	142,768 (80%)	19,422 (11%)	15,728 (9%)	177,918

YC/YACs Online Survey (2013)

295 responses

Aged 14-25

25% at school

41% at college or uni

16% in work

16% NEET

YOUNG ADULT CARERS SURVEY

YACSURVEY.COM




Researching to improve the lives of Young Carers and Young Adult Carers

If you are a Young Adult Carer aged 14-25 and you provide care, assistance or support to another family member on an unpaid basis we are interested in your views and experiences of school, college or university and work.

[Please click here to go to our survey.](#)


YACsurvey.com is a website of Professor Saul Becker and Dr Joe Sempik of the School of Sociology and Social Policy at The University of Nottingham. If you would like more information about this survey please contact joe.sempik@nottingham.ac.uk






 seven million reasons to care

 The University of Nottingham
 UNITED KINGDOM · CHINA · MALAYSIA

Young Adult Carers at College and University

Dr Joe Sempik and Professor Saul Becker
 Young Carers International
 The University of Nottingham









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Young Adult Carers and Employment

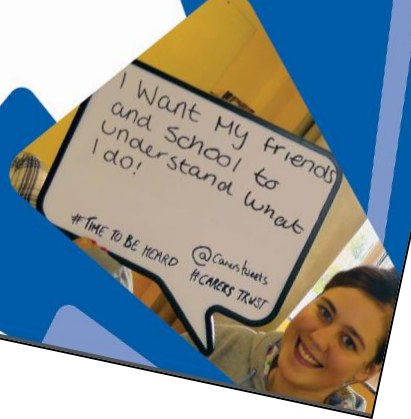
Dr Joe Sempik and Professor Saul Becker
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 The University of Nottingham





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Young Adult Carers at School: Experiences and Perceptions of Caring and Education

Dr Joe Sempik and Professor Saul Becker
 Young Carers International
 The University of Nottingham



Age they started caring

10

YACs at school

61 still at school

48% enjoy school

78% doing well

49% were recognised

42% had no recognition or help

26% bullied because of caring

Going to university

92% would like to go

24% can't afford to go

YACs at college or university

101 at college or university

79% enjoy college or university

69% doing well

32% on a 'caring' course

46% have recognition and help

16% say they may drop out

At college or university

Due to their caring role:

56% experience difficulties

29% dropped out

Absence and lateness for all YC/YACs

School	College and University	Work
A quarter of all school days are affected	Half of days at college or university are affected	79 days per year were affected
5% of school days missed due to caring	3 days per month were missed due to caring responsibilities	17 days per year were lost because of caring



Promoting mental health among adolescent young carers (aged 15-17) in Europe. The EU-funded ME-WE project

January 2018 – June 2021

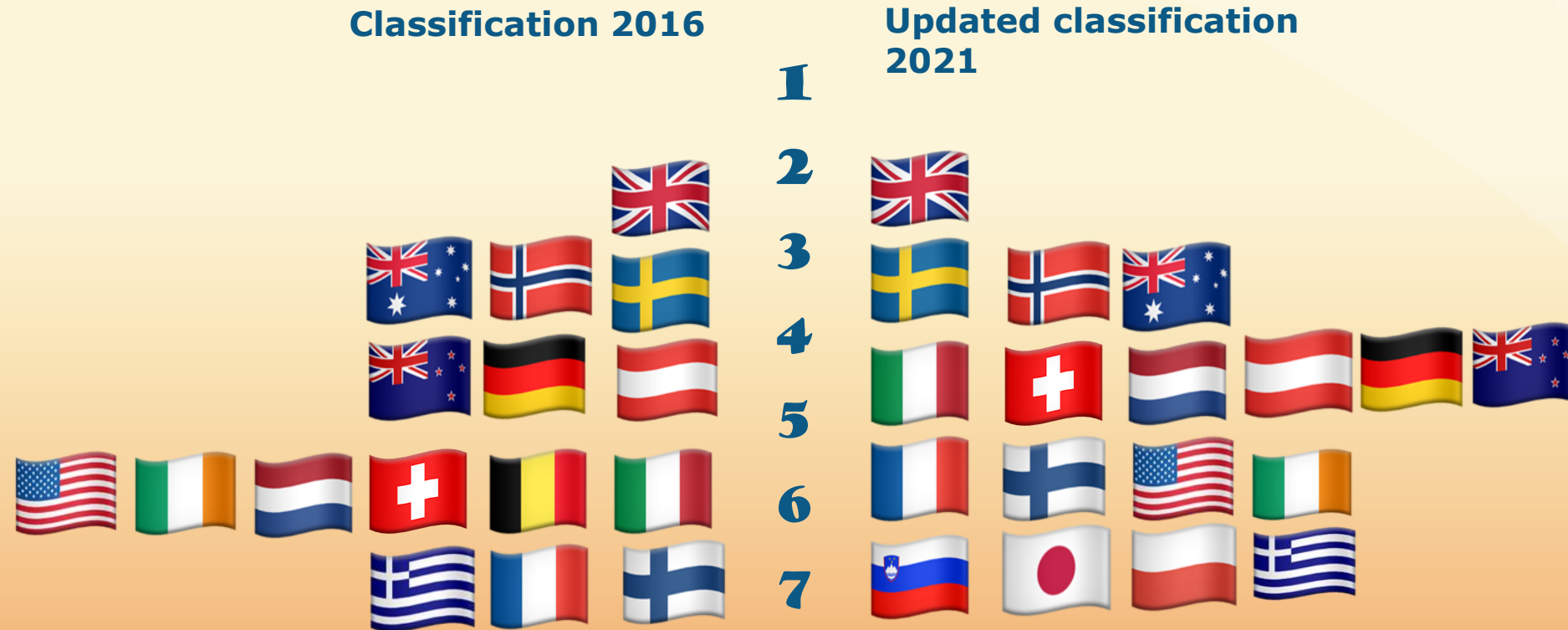
Sweden, The Netherlands, Italy, Slovenia, Switzerland, UK

<https://me-we.eu/>

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 754702



Becker & Leu Classification 2016, 2021



Leu, A., & Becker, S. (2016) A cross-national and comparative classification of in-country awareness and policy responses to 'young carers'. *Journal of Youth Studies*, 1-13.

Agnes Leu, Fabian Marc Pascal Berger, Malla Heino, Henk Herman Nap, Aurélie Untas, Licia Boccaletti, Feylyn Lewis, Daniel Phelps & Saul Becker (2022) The 2021 cross-national and comparative classification of in-country awareness and policy responses to 'young carers', *Journal of Youth Studies*, DOI: [10.1080/13676261.2022.2027899](https://doi.org/10.1080/13676261.2022.2027899)

ME-WE Online Survey (2018/19)

9,427 participants

Of which, 7,146 aged 15-17

2,099 AYCs aged 15-17

70% female; 27% male

Who receives care?

69% care for family member [mum, dad, grandparents, siblings]

16% care for >1 family member

53% care for close friend

22% care for family AND friend

Grandparent care is highest in Italy [72% cf 13% UK]

Family's health conditions

Physical disabilities 46%

Mental illness 40%

Cognitive impairments 26%

Addiction 10%

Friends: 69% have mental illness [82% UK cf 30% Italy]

ME-WE Online Survey (2018/19)

General findings

Amount of caring (MACA) varies between countries

Female AYC's do significantly more caring in Netherlands and UK

Both positive and negative adaptation is found

AYC's have lower state of wellbeing (Kidscreen) than non-carers [females have lowest]

Higher levels of caring (MACA) are associated with > school difficulties, bullying, mental health

Impacts

29% say their own **mental health** has deteriorated [country range 12-57%]

17% say **school performance** negatively affected [country range 9-38%]

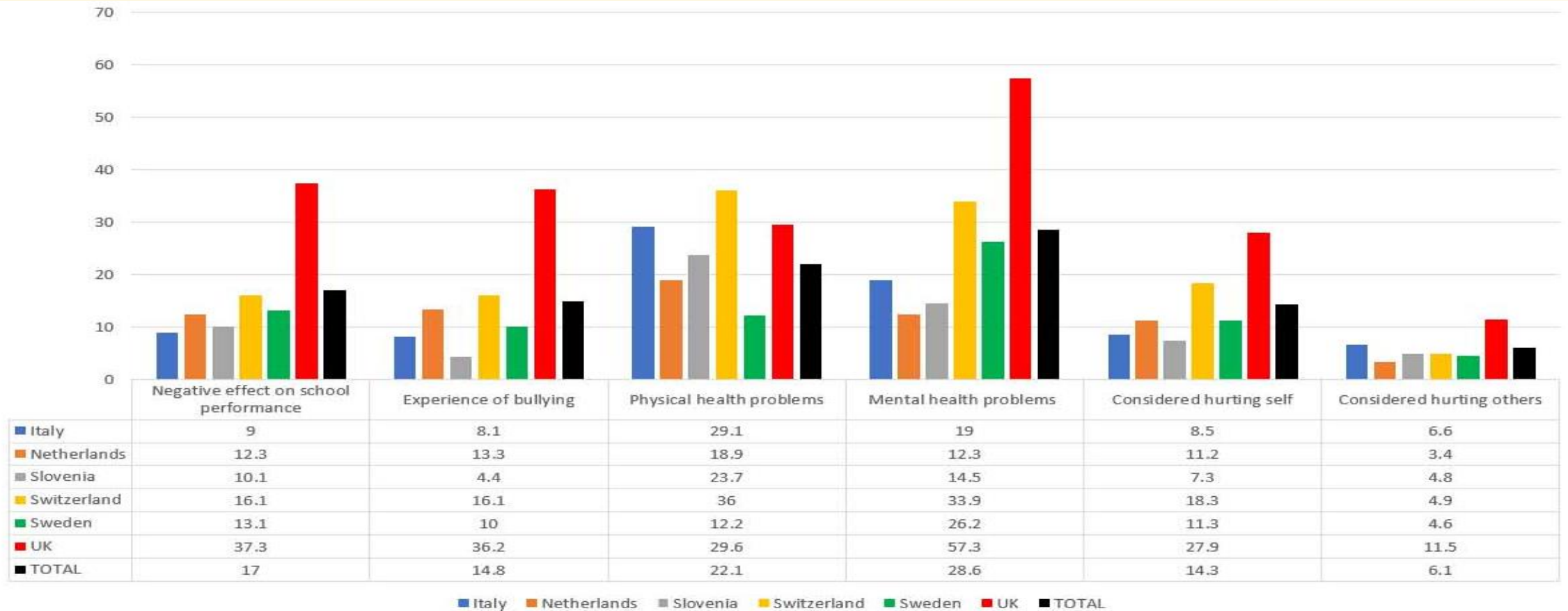
15% report being **bullied** [4-36%]

14% say they have thought about **hurting themselves** [range 7-28%]

6% say they have thought about **hurting others** [inc. person they care for] [range 3-12%]

What is the relationship between country-level responses and YC outcomes?

% of adolescent YCs who indicated they had experienced issues & difficulties due to their caring responsibilities (Source: Me-We research project)



Transitions – ways forward (1)

1. We need to understand YCs' family dynamics and how children's caring roles and family needs are interdependent
2. Research from the UK and internationally shows YCs' vulnerabilities (including poor mental ill health, bullying, risk of harm, etc)
3. Families expect more from their children as they grow older, but do children have the skills, knowledge and abilities?
4. There are multiple 'sites' of transition where children are especially vulnerable and where interventions (including services and support) may be especially timely and beneficial
5. These include primary to secondary school; secondary to college and university; school, FE or HE to paid employment; education to independent family life, and so on
6. A 'rights based approach' sees YCs having specific legal rights, including through childhood, transitions, and into adulthood
7. Professionals need better knowledge and understanding of key transition points and children's vulnerabilities during these phases, and how they can be helped
8. Schools, colleges, university, health and social care, and employers, have key responsibilities to support YCs' transitions, as do trusted 'significant others'
9. Assessments (as on ongoing process not a singular event) will identify YCs' transition needs and the support that can help them

Transitions – ways forward (2)

10. Analysis is important but *action* is critical

11. Our task is to move YCs from a position of vulnerability to growth

12. Early interventions can prevent caring roles from becoming institutionalised and normalised within families – especially for very young YCs

13. Services and interventions can improve YCs' health, mental health, educational experiences, wellbeing and future labour market participation

14. Service are an investment not a cost

THANK YOU!

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Young adult carers: making choices and managing relationships with a parent with a mental illness

Dr Kate Blake-Holmes

Background to the study

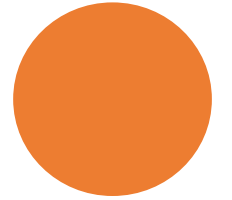
- Study exploring experiences of individuals who grew up with a parent with (severe and enduring) mental illness.
 - 20 Biographical narrative interviews
 - 5 male, 15 female
 - 4 siblings
 - 4 BAME
 - 6 living with parents
 - 5 fathers, 12 mothers, 3 both parents
 - Recall their experiences and understanding of their parents mental illness throughout their life course
- Sensitivity of research and exploration of experience
 - Personal
 - Subjective

neither parents with mental illness nor their children are a homogeneous group



Transitions to adulthood

- Specific needs of young adults carers
 - Independence, autonomy, significant life decisions
 - Bounded agency
- Different types of care – instrumental/emotional
- Caretaker child – intuitive behaviours designed to anticipate and meet the needs of others
- Misinterpreted as a demonstration of resilience and competence
 - thin veneer of competence masking emotional exhaustion
- Caring doesn't end at 18.



Education and employment

- Impact on the ability to engage – tiredness, distraction and worry
- Needing to adjust their choices
- Practicalities of balancing their caring responsibilities with the emotional tension and sense of duty.

I don't think mum wants to hold me back, but I think she feels safer when I'm there and I think the thought of me moving on scares her. She's told me the thought of being alone scares her to death. She doesn't want to be alone but my mum's stubborn she won't have carers. (Alicia)





Relationships with partners

I said to [him] when we got engaged, I think we should write a pre-nup in case I go mad and I'm horrible to you like my mum was. (Emily)

- Having time
- Competing needs
- Worried they would repeat patterns

I want to have kids and I want to have a happy healthy family, and I know at the moment there's a lot in my life that hasn't been healthy and I need to be able to get to the point where I know what's a healthy environment and I can create a healthy environment. (Jess)

Becoming a parent

- Needing to feel emotionally equipped
- How do I care for both
- Actively managing the relationship between child and grandparent
- Shifting perceptions





I can't even imagine the future right now. I don't know what to do with her I think I'm better off just being her mum because that's what I am really ... it's like having grown up children you never gave birth to (Sophia)

Exercising agency

- Impact on the way you engage with the outside world, affects their sense of self and the way she was viewed by others
- Waiting for the interruption
- Having to focus more on the parent than themselves
- Personal identity and opportunities inextricably linked to parent's mental health
- Passing on to siblings



Creating and maintain boundaries



- Diverse strategies to create and maintain boundaries.
 - Physical distance
 - Professional support
 - Choosing a career
 - Swiss army knife
 - This time I get to go home
- Shift in perception becoming a parent
- Continuum of both psychological and physical boundaries
 - Enmeshed / flexible

Kate.Blake-Holmes@uea.ac.uk

Blake-Holmes, K. (2020) Young adult carers: making choices and managing relationships with a parent with a mental illness, *Advances in Mental Health*, 18:3, 230-240, DOI: [10.1080/18387357.2019.1636691](https://doi.org/10.1080/18387357.2019.1636691)

Blake-Holmes, K., & McGowan, A. (2022). 'It's making his bad days into my bad days': The impact of coronavirus social distancing measures on young carers and young adult carers in the United Kingdom. *Child & Family Social Work*, 27(1), 22-29. <https://doi.org/10.1111/cfs.12877>





The need to support students with caring responsibilities

Paul Traynor
Head of External Affairs

To update and add to the knowledge base on student carers in Scotland

To understand the lived experience of student carers in Scotland

To recommend and suggest step changes that could improve the experience for student carers

Prospective and current students, care support workers, college and university staff took part

Surveys, one-to-one interviews, group interviews, stalls and drop-in events

Across all methods of participation, 391 people took part.

The application process can be a challenge for students with caring responsibilities



Of 137 respondents, 49% student carers said they gave their caring role a great amount of thought when they were applying to college or university.



72% of care support workers said that carers worried about the person they cared for during the application stage for college and university.



“I had to choose a university close by that would mean travelling wasn’t an issue.”

STUDENT CARER



“In potentially moving out for university, the thought that would have run through my mind would have been how quickly can I get back if I need to?”

STUDENT CARER



“From the offset, I was like ‘Hello, I’m a carer.’”

STUDENT CARER

77% of surveyed student carers
thought that the student carer
experience is more challenging than
for a student without caring
responsibilities



Time is a challenge for student cares

To attend class



To study

To socialise



Attending Class



“... sometimes it is difficult for a student to always attend classes due to having responsibilities for someone else.”

STUDENT CARER



Studying



**“You don’t get the opportunity to do the studying
you need to.”**

STUDENT CARER



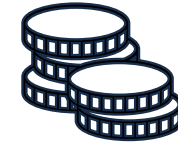
“Time is not always our own and things can crop up at any point in time.”

STUDENT CARER



“[Caring] has a knock on effect, that is not easy to anticipate it is mentally draining, and really does affect our concentration and attention levels.”

STUDENT CARER



“I only had my bursary to live on. This put me under financial difficulty.”

STUDENT CARER



“It is a mental and physical strain attempting to juggle multiple elements, sometimes the guilt of getting the balance between home and academic life is too much, as it’s unachievable to from time to time.”

STUDENT CARER

While there are challenges for student carers, there are also challenges for those supporting them



“We have great support but the main issue for me is that we don’t always see the student carers who need this support.”

STAFF MEMBER

Having an all staff approach



"You do find that actually most people, when we've included it as part of other training they're very engaged ... Everyone is interested."

STAFF MEMBER



“... there isn’t much financial support for student carers, which is something that would really help with getting more student carers to engage with the support.”

STAFF MEMBER

Recommendations and Suggestions

- 1) Multiple disclosure opportunities
- 2) Visible, proactive and flexible support
- 3) Personal student carer support plan and named contact
- 4) Training for all staff
- 5) Financial support for student carers
- 6) Prioritising carers in Scottish Government policy
- 7) Strong local links and working relationships

Link to full report:
<https://carers.org/downloads/scotland-pdfs/the-student-carer-experience-in-scotland.pdf>



THE STUDENT CARER EXPERIENCE IN SCOTLAND

THE STUDENT CARER EXPERIENCE IN SCOTLAND

Poster available for
download:

<https://carers.org/downloads/scotland-pdfs/a4-poster-the-student-carer-experience-in-scotland.pdf>



2%

said that concentrating
in class was not
challenging at all, while

61%

said that it was
challenging.



84%

of student carers
found keeping good
mental health while
studying to be
a challenge.

“Caring takes a huge emotional toll on us
and we may not be able to focus well.”
STUDENT CARER

“It is a mental and physical strain
attempting to juggle multiple elements.”
STUDENT CARER



Someone
understanding to talk
to is highly valued by
many student carers.

70%

said they would
be likely to access
a named contact
they could chat to
regularly.



Flexibility around
deadlines can give
more time when it
is really needed.

74%

said they would
be likely to use
an extension
on coursework
submission.

“She sat down with me, she spoke to me.
And she said to me ‘Do you know there’s
something to support carers?’”
STUDENT CARER

“Extending deadlines is a massive help to
young carers as a safety net in case they
can’t submit on time.”
STUDENT CARER

Thank you!

Paul Traynor
ptraynor@carers.org



@CarersTrustScot



@carers

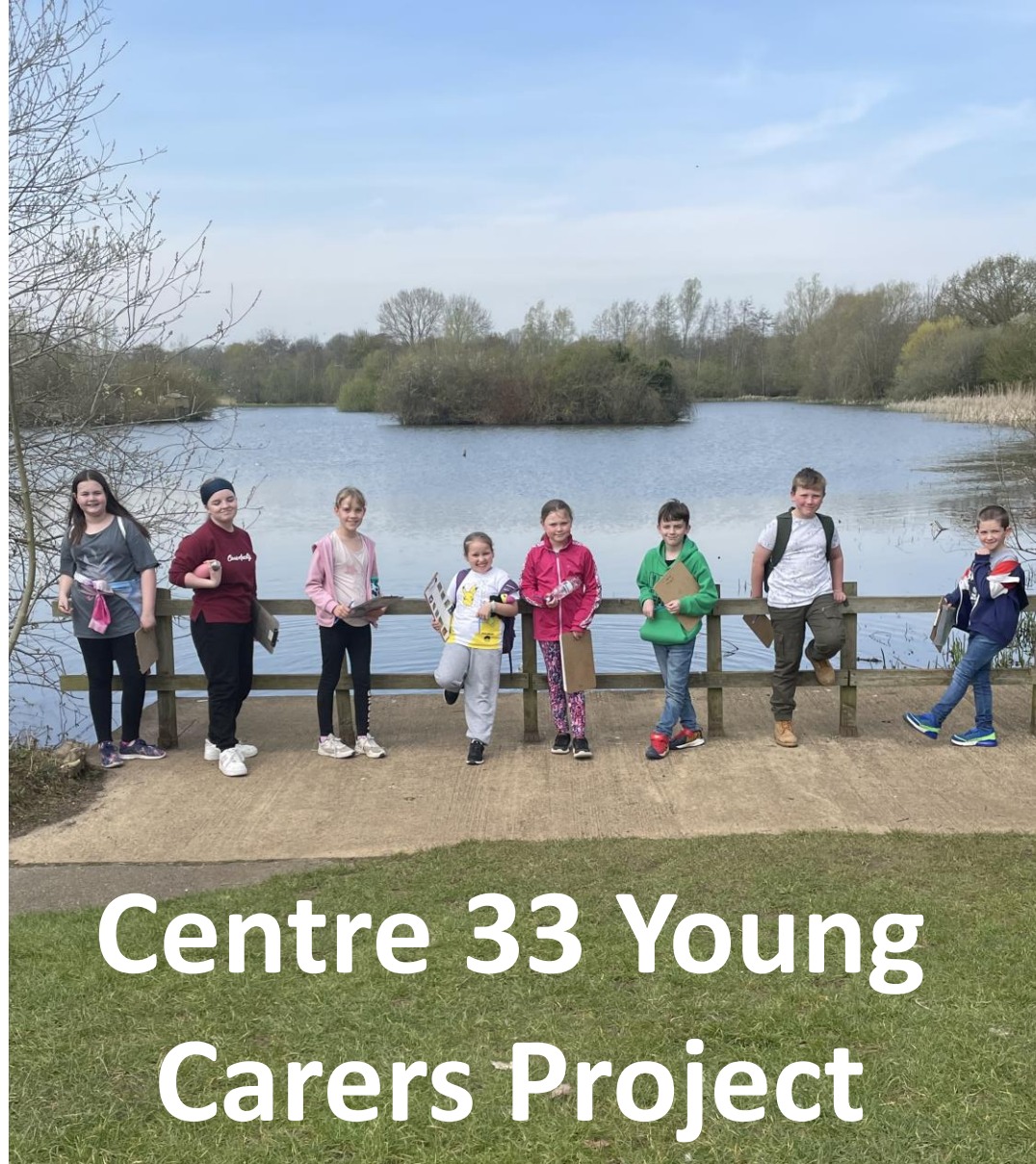
Young Carers Research, Policy and Practice Forum



**Young Carers
Alliance**

Comfort Break

Please do put any questions in
the chat



Centre 33 Young Carers Project

Why is the transition into secondary school so important for young carers?

Moving from primary to secondary school involves a degree of apprehension for most young carers.

Young Carers have to adapt to a more challenging school setting with different academic structures and expectations as well as changes in social interactions with teachers and peers.

Some young carers experience a range of difficulties in adjusting to secondary school and this struggle can be evidenced by lower grades, poor attendance and increased anxiety.

Challenges for Young Carers with transitions

Stress of change

Feeling isolated or lonely

Feeling guilty for leaving their loved one

Keeping up attendance - due to their caring role

Leaving a nurturing environment and new setting unaware of caring role

Experience financial issues, living with low income or in poverty

Unaware of support available in new setting

What young carers tell us they worry about...

Hearing negative reviews about their new school from siblings or peers.

Homework/workload pressures.

Being away from their loved one for longer than usual.

Changes in friendship groups and having no friends to move up with (loneliness).

Nobody being aware of their caring role and having to share their story again.

Not knowing who they can go and speak to.

How Centre 33 Supports Young Carers facing transitions

We offer an individualised bespoke package of support for young people. Blend of 1:1 and group work.

Long term piece of work – starting in Spring, following the young person through to their first term in their new school.

We will meet with the young carers individually and have a chat with them about how they are feeling about secondary school.

During this session we will complete an assessment, as part of this assessment we use national tools called MACA YC-18/PANOC YC-20 (Fiona Becker, Saul Becker & Stephen Joseph, 2009).

This will give us a clear indication on if the young carers caring role will impact their transition into secondary school.

HOW CARING AFFECTS ME

Before are some of the things young carers like you have said about what it feels like to look after someone. Please read each statement and tick the box to show how often this is true for you.

	never	sometimes	often
1 because of caring I feel I am doing something good			
2 because of caring I feel that I am helping			
3 because of caring I feel closer to my family			
4 because of caring I feel good about myself			
5 because of caring I have to do things that make me upset			
6 because of caring I feel stressed			
7 because of caring I feel that I am learning useful things			
8 because of caring my parents are proud of the kind of person I am			
9 because of caring I feel like running away			
10 because of caring I feel very lonely			
11 because of caring I feel like I can't cope			
12 because of caring I can't stop thinking about what I have to do			
13 because of caring I feel so sad I can hardly stand it			
14 because of caring I don't think I matter			
15 because of caring I like who I am			
16 because of caring life doesn't seem worth living			
17 because of caring I have trouble staying awake			
18 because of caring I feel I am better able to cope with problems			
19 I feel good about helping			
20 because of caring I feel I am useful			

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The Jobs I do. Do you?

	never	sometimes	often
Cleaning			
Tidy up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash up or use the dishwasher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food			
Make snacks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare main meals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help someone you live with eat or drink?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication			
Help the person you care for communicate with others (makaton, signing, translating if English is not their first language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What support looks like 'My plan'

This is your form to understand your caring role and will look at all areas of your life. To find out how best to support you and your family we would like to involve your parent/guardian in this assessment.

CONFIDENTIALITY
The things written on this form are personal information about you and your family and will only be shared with you or your parent/guardian's agreement. If Centre 33 are worried that you might not be safe, then we might have to share information to keep you safe, but we will always try and tell you first.

Centre 33
Supporting young people

WHO I PROVIDE CARE FOR

MY NAME: _____
DATE: _____

MY PLAN

The person's name	What is their relationship to you?	What is their main condition?	Do they have other conditions?	Is their condition staying the same, getting better, or getting worse?	Who else helps to take care for this person? (e.g. family, friends, neighbours)

f @ @Centre33Cumb www.centre33.org.uk

HOW CARING AFFECTS ME AT SCHOOL

ABOUT SCHOOL!

Sometimes Young Carers can find things difficult in school:

- Tiredness
- Losing concentration
- Being late
- Worrying about their family member
- Not having time to do homework
- Not having anyone to talk to

What do you enjoy about school?

What do you find hard about school?

How does caring affect your homework/coursework/exams/revision?

Do you ever get teased, picked on or bullied? What for?

Do you ever get into trouble at school? What for?

How does caring affect your school attendance (e.g. missed days, being late)?

What could your school do to help you as a young carer?

Centre 33
Supporting young people

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TELL US ABOUT THE PEOPLE WHO SUPPORT YOU AND HOW

MY CIRCLE OF SUPPORT

Friends
How do these people support you?

Family
How do these people support you?

My Community
How do these people support you?

Professionals
How do these people support you?

School
How do these people support you?

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Supporting young people

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What support looks like

We will offer to support young carers on a 1:1 basis to;

- visit their new school
- meet their new Young Carer Champion
- share their caring role with their new school
- practice the journey to school
- make sure they have all they need (uniform/pencil cases etc)

If we have a small group of young people going to the same secondary school who would like to meet other young carers, we will offer some small group work.

Arrange to see the young carer in school in September to ensure they are settling in ok and know how to access support.

Working with schools

Some young carers may feel they do not need much support with their transition or aren't worried about moving to secondary school.

We work closely with schools to ensure these young people are still supported and identified as a young carer at their new school by:

- Sharing the All About Me Year 6 Passport tool with schools, part of Primary Resource Pack
- Supporting Young Carers Champion
- Offering schools bespoke transitions training and resources
- Connecting champions in Primary and Secondary schools through champion network meetings



Who can refer young carers for transitions support?

Schools

Professionals

Parents/guardians (we require parental consent for all young people under 13)

Young people can be referred

- Via our online referral form: (<https://centre33.org.uk/young-carers-online-referral-form/>)
- By speaking to the Lead Professional for the young person if they are open to Early Help or Social Care so they can make a referral
- Calling Centre 33 on 0333 4141 809 to complete a referral over the phone

Thank You



0333 4141809



youngcarers@centre33.org.uk



Belinda Jones

Awareness & Voice Team Leader

Caring Together

Alice Stevenson

Young Carers service Manager

The Benjamin Foundation

Year 6 transitions

- ✿ Transition pilot event July 2021
- ✿ Identifying secondary schools
- ✿ Existing secondary Young Carer students
- ✿ Pastoral/young carer champion workers
- ✿ Carer Friendly Tick

Year 6 transitions

Moving on

About me

My name is

I am years old

Primary school



New secondary school



Draw or write about your likes and dislikes  

© 2022 Caring Together Charity





YAC Transitions

Janice Styles – Young Carer Lead

Chris Martin – Young Carer Support Worker

Introduction

Brief history of Carers in Bedfordshire YAC service.

- YAC support was introduced following a recognised need for ongoing support when YC reached 18 years old.
- Young Carers support was provided by Spurgeons but only up to 18 years. CiB were approached by Young Carer project workers and asked if a YAC service could be established within CiB. This was agreed and in 2007 introduced as support available from CiB.
- Since then, we have not been successful in funding, therefore have brought the key principles into the overall Young Carer Service provision.

Why transitions are important:

- The Care Act 2014 and the Children and Families Act 2014 outlined duties for young carers.
- Young Adult Carers often fall through the gaps in support.
- They often have to choose between their own future aspirations or caring for their family.
- Not pursuing their future goals.
- Feeling guilty if they do leave home for university or employment.
- Experience negative impact on their well-being.

Young Carers can find out about our service and support through our dedicated age-appropriate pages on our website :

[Young Carers - Carers In Bedfordshire \(carersinbeds.org.uk\)](http://carersinbeds.org.uk)

How we are carrying out assessments

- When a YC reaches 16 years old, they are contacted by a support worker to start transitions planning. This may be over a couple of sessions over the phone, at home, in school or at a place of their choice.
- If already registered as a young carer, their young carers assessment will be reviewed (MACA/PANOC), if they are a new registration their registration carers wheel questions are reviewed, and they start on their transition assessment (a MACA/PANOC is completed additionally only if appropriate).
- Transition support plan is put on our CRM system (Salesforce), sent to the Young Carer and then monitored and reviewed. The assessment covers:

Areas of Assessment	CiB Resources that support transitions
Coping with caring needs	LA Carers Assessment at 18years old / Family group meetings
Health and Wellbeing	Wellbeing practitioner / Counselling Service / Resources
Community inclusion	YAC events / Training / Volunteering opportunities
Financial Welfare	Benefit advisor / CIB grants / Specialist Support
Education, Training and Employment	Local college / University Open Days & Drop ins / Prospectus / Workability workshops / Volunteering experience
Independent Living	Support in housing / Welfare rights support worker / Grants for driving lessons
Life Outside of Caring	Support worker guidance / Information and advice / Peer to peer support

Case Study - Lana

Caring role: Lana cares for her mum who has severe mobility issues. Lana's mum relies heavily on Lana for support which has affected her own mental health. In the past she has self-harmed and expressed wishes to end her life. Lana also has Asperger's syndrome.

How the transition supported them: Lana regularly engaged with groups and events, particularly the online gaming sessions held throughout lockdown. Lana was very keen to continue joining the gaming sessions when she went to university in September 2021. Unsurprisingly, she hasn't attended many sessions due to the commitments and social opportunities at university, but she does still respond and show interest in the sessions.

Interventions/ how did you review: Lana has been active in our groups and events which gave her opportunities to talk to us if needed. She has received counselling through CiB and has now moved to adult services who have recently made a review call. Lana continues to receive support from us because the person she cares for still lives in Bedfordshire and this allows some continuity for Lana as she makes this change in her life. Lana also received an NHS Carers Grant which she used to purchase essentials for her move to Glasgow and décor for her new accommodation.

Where are they now: Lana is currently studying Psychology, Biology, History and Acoustic Music at Glasgow University. Although she still receives several calls a day from her mum, mum has been referred to the Physical Disabilities team and her caring role has reduced. She is loving student life and seeing a vast improvement in her mental health.



Case Study - Jamaal

Caring role: Jamaal is 17 years old and cares for his Brother who has Autism and ADHD. He has helped his brother to manage his behaviour and diffuse meltdowns, as well as practical care such as supporting him with homework and making meals for him. Jamaal's mum is also supported by the parent carer team at CiB, which allows Jamaal to be more independent and mum does not rely on Jamaal as much.

How the transition supported them: Jamaal has been supported by CiB since 2017 and has had a Young Carers Assessment. He trained as a Peer Mentor with us, which has seen him become a trusted member of YC groups and build strong relationships with other YCs. Jamaal was a founding member of Young Carers National Voice (YCNV) and along with several other YCs, created the Welcome to My World Podcast, which can be found on Spotify. It is an open and honest discussion about their experiences of being a Young Carer. Jamaal contributed to the design of our Schools Award, which has seen 3 schools in the county recognised for the support they give to YCs this year. Jamaal was awarded the Bedfordshire High Sheriff Award in 2021 for his caring role and contribution to supporting other Young Carers, as well as representing Young Carers on local radio stations.

Interventions/ how did you review: Jamaal has received 12 sessions of personalised 1-1 support with us as he initially struggled to understand and manage his brother's behaviour and condition. He has been a regular attendee at events and groups as seen above, as well as the Young Carers Festival. He was an active member of YC groups over the lockdowns, including online gaming sessions, all of which have allowed us to keep up to date with Jamaal and review his caring role. We have supported Jamaal to continue the pursuit of his aspiration to join the RAF, by providing references to gain his Sergeant rank and begin supporting future cadets. He also received an emergency Covid grant to support the continuation of his studies throughout lockdown.

Where are they now: Jamaal is currently completing his A-Levels and working hard to reach his goal of becoming a pilot in the Royal Air Force, he is hoping to go to university to complete a degree in engineering and has a number of contingency plans in place for his future. Jamaal is incredibly intelligent and hard-working, and we look forward to seeing what the future holds for him.



Case Study - Tyler

Caring role: Tyler cares for his mum who has heart disease, asthma and mobility issues. Tyler supported her with medication, cleaning and cooking, pushing her wheelchair and attending appointments with her. Tyler struggles with severe anxiety and low confidence and self-esteem.

How the transition supported them: Tyler has received intensive support from us through one to ones with a support worker and wellbeing sessions, which have helped him make applications to college to study Animal Care and worked on increasing Tyler's confidence when getting on public transport to college.

Interventions/ how did you review: Tyler has a high level of need and has received intensive support from CiB since 2018. He has regular contact with us through one to one gaming and wellbeing sessions. He has received a grant for driving lessons which we hope will help with his anxiety around using public transport.

Where are they now: Unfortunately, Tyler's mum died suddenly earlier this year. Tyler has left college, but we are working with him and local colleges to get him back into education in September, as well as supporting him with housing and managing finances. Not only is Tyler transitioning from Young to Adult services, but he is facing a huge transition in his life and role as a carer, dealing with the loss of his mother. He is still receiving wellbeing sessions which have moved more to supporting Tyler with bereavement and living independently without the support of his mum.



Activities and funding that support transitions

- NHS Carers Grants – YCs and YACs often apply for things to support their education and independence such as laptops, bikes and driving lessons.
- Covid grants – Carers Trust Emergency Grants which supported YCs with continuing their education and studies through lockdown where some families didn't have access to laptops and the internet.
- YAC Residential – YACs reported that this helped with anxiety, stress, improving wellbeing and made them feel relaxed, as well as energised to return to their caring role. We could discuss their transition progress in a relaxed setting
- Young Carers Festival - "Really good, had fun and made friends." "I spend a lot of time with my brother, so it's nice to get away from that, really nice!"
- Workability Workshop - To help with CV writing, interview skills and more, to support YACs in further education and employment.

Any questions?



Former YAC who keeps in touch



YAC Residential



Cross-county YAC trip to Cambridge

Young Carers in Transitions to Adulthood

Andrew Deacon
Sefton Carers Centre



**Young Carers
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Closing remarks

Andy McGowan Caring Together

- 🌸 Transitions Assessments
- 🌸 Supporting students in further/higher education/employment
- 🌸 Commissioning (transitions support, ensuring adult services meet the needs of young adult carers)
- 🌸 Data – What happens next?



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Thank you for attending



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Dates for your diary:

Thursday 15th June, 4-5pm – Young Carers Bill of Rights and Responsibilities – Scoping the process

Wednesday 14th September, 10-11:30am – Young Carers Policy Forum – “Young Carers and the Schools Census”

Friday 25th November, 10am-1pm – Research, policy and practice forum - Health

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