Supporting young carers at key points of transition

We will be starting at 1pm

www.youngcarersalliance.org

@YCAlliance
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
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 - @YCAliance
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

@YCAliance
#CarersWeek
‘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)

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

England & Wales (Census 2011)
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 at College and University

Dr Joe Sempill and Professor Sarah Becker
Young Carers International
The University of Nottingham

Young Adult Carers and Employment

Dr Joe Sempill and Professor Sarah Becker
Young Carers International
The University of Nottingham

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

Dr Joe Sempill and Professor Sarah 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

<table>
<thead>
<tr>
<th>School</th>
<th>College and University</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A quarter of all school days are affected</td>
<td>Half of days at college or university are affected</td>
<td>79 days per year were affected</td>
</tr>
<tr>
<td>5% of school days missed due to caring</td>
<td>3 days per month were missed due to caring responsibilities</td>
<td>17 days per year were lost because of caring</td>
</tr>
</tbody>
</table>
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

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 AYCs do significantly more caring in Netherlands and UK

Both positive and negative adaptation is found

AYCs 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)

<table>
<thead>
<tr>
<th></th>
<th>Negative effect on school performance</th>
<th>Experience of bullying</th>
<th>Physical health problems</th>
<th>Mental health problems</th>
<th>Considered hurting self</th>
<th>Considered hurting others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>9</td>
<td>8.1</td>
<td>29.1</td>
<td>19</td>
<td>8.5</td>
<td>6.6</td>
</tr>
<tr>
<td>Netherlands</td>
<td>12.3</td>
<td>13.3</td>
<td>18.9</td>
<td>12.3</td>
<td>11.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Slovenia</td>
<td>10.1</td>
<td>4.4</td>
<td>23.7</td>
<td>14.5</td>
<td>7.3</td>
<td>4.8</td>
</tr>
<tr>
<td>Switzerland</td>
<td>10.1</td>
<td>16.1</td>
<td>30</td>
<td>33.9</td>
<td>18.3</td>
<td>4.9</td>
</tr>
<tr>
<td>Sweden</td>
<td>13.1</td>
<td>10</td>
<td>12.2</td>
<td>26.2</td>
<td>11.3</td>
<td>4.6</td>
</tr>
<tr>
<td>UK</td>
<td>37.3</td>
<td>36.2</td>
<td>29.6</td>
<td>57.3</td>
<td>27.9</td>
<td>11.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>14.8</td>
<td>22.1</td>
<td>28.6</td>
<td>14.3</td>
<td>6.1</td>
</tr>
</tbody>
</table>
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 an 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!

@profsaulbecker
S.Becker@mmu.ac.uk
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
Exercising agency

• Impact on the way you engage with the outside room, affects their sense of self and the way she was views 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

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)
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

The need to support students with caring responsibilities

Paul Traynor
Head of External Affairs
Research Aims

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
Participants

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 carers

To attend class

To study

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

STUDENT CARER
“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
"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

**THE STUDENT CARER EXPERIENCE IN SCOTLAND**

- **2%** said that concentrating in class was not challenging at all, while **61%** said that it was challenging.

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

- **84%** of student carers found keeping good mental health while studying to be a challenge.

  > "It is a mental and physical strain attempting to juggle multiple elements."  
  > **STUDENT CARER**

- **70%** said they would be likely to access a named contact they could chat to regularly.

  > "Someone understanding to talk to is highly valued by many student carers."  
  > **STUDENT CARER**

- **74%** said they would be likely to use an extension on coursework submission.

  > "Flexibility around deadlines can give more time when it is really needed."  
  > **STUDENT CARER**

- **74%** said they would be likely to use an extension on coursework submission.

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

© Carers Trust
Thank you!

Paul Traynor
ptraynor@carers.org
Comfort Break

Please do put any questions in the chat
Centre 33 Young Carers Project

free and confidential information and support for young people
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…

<table>
<thead>
<tr>
<th>Concern</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing negative reviews about their new school from siblings or peers.</td>
<td>Homework/workload pressures.</td>
</tr>
<tr>
<td>Changes in friendship groups and having no friends to move up with</td>
<td>Being away from their loved one for longer than usual.</td>
</tr>
<tr>
<td>loneliness)</td>
<td>Nobody being aware of their caring role and having to share their story again.</td>
</tr>
<tr>
<td></td>
<td>Not knowing who they can go and speak to.</td>
</tr>
</tbody>
</table>
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. 
What support looks like ‘My plan’
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.
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
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)
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:

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

Andrew Deacon
Sefton Carers Centre
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?
Thank you for attending

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

www.youngcarersalliance.org
youngcarersalliance@caringtogether.org

@YCAAlliance