

Welcoming Children and Young People Who Are Young Carers Into Your School or Setting

<p>Support children and young people to be 'ready' for school.</p>	<ul style="list-style-type: none"> • Plan visit dates for young carers to become familiar with the receiving setting. Consider if any adaptations are needed to support successful visits. • Introduce young carers to the young carers champion in the receiving setting in the summer term: <ul style="list-style-type: none"> ○ The young carers lead can explain what support the young carer can access and where to find them in school as well as supporting the child or young person and family to get their voice heard, communicate what is important to them in the transition and ensure things go well. ○ If happy to, the family can share information about their circumstances and give the young carer the opportunity to explain what it is like for them. (The young carer could write this information down as they may find it difficult to talk about their caring role). • Provide opportunities for young carers to ask about what support is available. Explain what the next setting will be like including what might be the same as this year and what might be different.
<p>Support individual needs.</p>	<ul style="list-style-type: none"> • Adapt your transition events and activities to meet the needs of young carers. Resources can be provided to help young people learn how to cope with the changes associated with moving between schools or settings. Caring Together have produced a Transition Booklet for year 6s which could easily be adapted for other year groups. • Ensure staff have a good level of understanding of young carers' needs and difficulties that they may face: <ul style="list-style-type: none"> ○ Does the receiving setting know what support the previous setting has provided? ○ Ensure (once you have consent) that the receiving setting knows who all the identified young carers are, their caring circumstances and what support they currently receive. ○ Consider the wishes of the young carer and their family when informing the receiving setting of their caring role – what information would they like to be shared? How? ○ Communicate with the child or young person's previous setting to begin planning provision and staffing/training. • Include a question to identify young carers on registration forms and provide opportunities for self-identification e.g. by including questions about family roles / caring during introductory 'all about me' activities. • Consider setting up 'Pupil profiles / passports' that mean your young carers can share key information with key staff and don't have to retell their story • Ensure young carers are identified on your monitoring systems consistently to raise awareness of young carers and to aid the monitoring of attendance, attainment and progress. • Ensure you correctly identify young carers on the school census return.
<p>Create a welcoming, safe and engaging environment!</p>	<ul style="list-style-type: none"> • Foster environments which enable young carers to flourish. Promote welcoming and inclusive environments and routines that recognise the individual needs of young carers. • Remember, every child and young person is unique and may require different levels of support during transitions. It's important to maintain open lines of communication and provide reassurance throughout the process.

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	<ul style="list-style-type: none"> • In September arrange a meeting between the young carer champion and the young carers to remind them about who they are and where to find them if they are worried or need support. • Show young carers where information can be found e.g. notice boards / signposted websites.
Develop safe and trusting relationships.	<ul style="list-style-type: none"> • Focus on building relationships - strong, respectful relationships between families and school staff lay the foundation for positive transition. • Ensure parents and carers have been contacted by the young carers lead prior to a young carer starting school. • Publicise the support you can provide to young carers and their families in your prospectus, your website and during parent information settings. • Include young carers support information in planners and induction materials given to children, young people and their families. • Explore the option of having a 'buddy' or 'peer mentor' for your young carers to support strong peer relationships.
Reflect on transitions.	<ul style="list-style-type: none"> • Consider what went well and what could be improved during the next transition. • Agree a flexible support plan with the young person and their family which considers their caring role. See an example young carers support plan held within our Young Carers toolkit. Plan a date to review this plan.

Key signposting:

Find out more information with helpful signposting in our Young Carers [One Minute Guide](#).

My Transition Assessment Plan (My TAP): The Transition Assessment Plan for young carers in Norfolk is a process designed to support young carers as they approach adulthood. This plan is particularly relevant for those aged 14 or over. The transition assessment aims to help young carers look at their choices and put together a plan for their future. It provides them with information about what they can expect as they transition into adulthood. The assessment focuses on how caring affects the young carer physically and emotionally, how it impacts their progress at school, college or work, and how it affects their social life, friendships, and leisure time. To request a transition assessment, young carers, or a parent or professional working with them, can contact the Young Carers Matter Norfolk by calling the Advice Line on 0800 083 1148 or use the referral form at www.youngcarersmatternorfolk.org.

Carers Support Centre: [Carers Support Centre](#) provide further guidance on how to support young carers through transitions including a Transition Checklist.