


Organisation Name: Angus Carers Association	
Grant Details: Total Grant: £60,000 Amount funded to date: £60,000 Amount remaining: £0 Start date: 10/01/22 End date: 18/01/22 Date of Report: 31/05/24	
Grant Summary Embed an all school approach to young carers' identification; building on an existing multi-agency pathway, helping young carers' attainment & welfare, providing them with 1:1 & respite groups & school staff with planned learning.	
Grant Performance <p>This grant has been of huge benefit to Angus Carers Association. Whilst the work has clearly made a huge difference to the lives of many of the young carers that they have worked with, as evidenced by the strong case study, our wider support has impacted the organisation very positively.</p> <p>The work that has taken place with schools has not only identified large numbers of previously unknown young carers but has also improved the knowledge and capacity of schools to both identify and support them. The case study demonstrates the severity of some of the situations that many young carers find themselves in and the fact that this young carer was unknown prior to Angus' work in that school is horrifying.</p> <p>But beyond the work that we have funded the support that Angus Carers Association have received through the Spark Programme has had a significant impact on the organisation. Not long into the grant the CEO left the organisation and soon after the person managing this piece of work also moved on. Whilst this could have derailed many organisations Angus recruited a future looking new CEO who embraced the support on offer and undertook mentoring with the Cranfield Trust. The new worker attended the Peer2Peer sessions and also had some mentoring which helped them in their new role. The CEO was so pleased with the impact of the mentoring on his professional development that Angus signed other staff members up for this support separate to the Spark Programme.</p> <p>Angus were one of the first cohorts to go through the Spark Programme and their positive engagement has been an important factor in the development of the support and the programme.</p>	

TT Case Study Education Development

Young Carer - Annie

Identification

Annie first came to my attention at their school YPI (Youth Philanthropy Initiative) event. Many charities and organisations were in attendance explaining what services and support they can provide.

Annie was keen to know more about how Angus Young Carers could help and asked many relevant questions which prompted me to mention to her guidance teacher, that I thought Annie may potentially have a caring role.

After discussion with Annie and her guidance teacher it was clear that Annie did have a significant caring role but had not recognised the relevance nor thought she would 'qualify' as a young carer. An appointment was then made for Annie to come along for a chat with me.

Caring Situation & Role

Annie's caring situation is multi-faceted. She has 3 siblings: one sister with undiagnosed ASD (autism spectrum disorder) and another diagnosed with ASD, ADHD, and behavioural/anger issues. Mum has significant mental health problems as does her older brother who also has an autism spectrum disorder. There is a lot of trauma in the family stemming from parental and spousal abuse resulting in a criminal conviction for the father. Annie's brother, as a consequence of prolonged poor mental health and trauma, has been hospitalised after attempts on his life and a complete mental & emotional breakdown.

Annie's grandparents help quite a bit and will often take one of the siblings to allow for space and a break for mum. The grandparents are very strict and hold strong religious beliefs.

Annie will take on most of the housework at home along with an emotional supporting role for mum and brother. Unfortunately, Annie is the target of aggression from her older sister and will often be attacked not just at home but in school as well.

Annie faced further challenges within the home and with their caring role when her brother was admitted to hospital after a further attempt on his life. This added a great deal of worry and stress to the young carer and her family.

Support Provided

After my initial meeting with Annie, it became clear that her caring role had an impact on school. A young carer statement (YCS) was offered and completed at my second meeting with Annie.

Information was passed from Annie's young carer statement to their guidance teacher to action, and permission was granted by Annie to share information from her young carer statement with staff that support her in school. This took away the need to explain the caring role or reasons for the impact on her school and learning journey. Annie explained that she did not wish to have to talk to teachers about her caring role, nor did she wish to be

questioned when late or had missed homework deadlines etc. Sharing the information from her young carer statement took away this worry and provided Annie with a level of understanding from staff, she had not had previously.

A young carer pass was issued to allow her to leave class when feeling overwhelmed or in need of a conversation with a chosen adult.

Annie came along to talk with me every time I was in school, which offered her a safe space to open up without fear of judgement and safe in the knowledge that her conversation was completely confidential. I developed a trusting relationship with Annie, where she felt that she was able to feel safe and offload her worries.

The challenges faced by Annie

After spending time with Annie through school visits, it was clear that she was struggling with the caring situation at home. She disclosed certain behaviours that had been aimed towards her that were concerning. I explained to Annie that the information she had given caused me great concern and I would need to pass certain points to her guidance teacher as I felt she and another member of the family may be at risk.

This was reported to the school and the guidance teacher. Actions were put in place to pass on the information to the correct authorities and to have a referral placed to Angus Young Carers full service for Annie to be able to take part in activities and meet with other young carers as she was not able to seek respite from the caring role elsewhere. Unfortunately, permission was denied by Annie's mother for the referral to go further. I continued to support Annie as best I could through school, feeding back to her guidance teacher when needed.

Annie and her sister were offered support through the school resource worker, by way of mediation.

Where Annie is now

With the ongoing support from myself and school guidance, Annie has become more resilient and better at seeking support when needed. It has been recognised that the home environment was putting Annie at risk. Steps have been taken through Social Work Department input to negate the aggression Annie was facing at home. They are in the process of finding her more suitable accommodation.

The grandparents have stepped in with family support, the children are living with the grandparents while the brother and mother have space in the family home, this is temporary but will allow for much needed respite.

Mediation and counselling have been arranged through both child and adult mental health services for the family and individually for Annie.

Annie is now attending a sports club supported by her aunt and feels far safer due to the support offered from the grandparents at home. Annie's caring role continues, she will be supported in school by myself and her guidance teacher with regular check ins to ensure that Annie is progressing well.

*Report provided by Morag Mackenzie, Young Carer Education Development Worker
31st May 2024*