


<b>Organisation Name: Sandwell Young Carers</b>	
<b>Grant Details:</b> Total Grant: £59,960 Amount funded to date: £59,960 Amount remaining: £0 Start date: 01/11/21 End date: 31/10/23 Date of Report: 01/11/23	
<b>Grant Summary</b> <p>The proposal is to improve young carers educational outcomes and opportunities for their future through a programme of awareness raising in schools/colleagues and direct support to young carers, tackling added inequalities created during Covid-19. The programme will enable us to build on existing work with young carers to create individual measurable outcomes for young carers to enable them to reduce the attainment gap that has increased during Covid-19. The initial goals will be reviewed during the short-term programme inclusive of one-to-one, group support and study sessions tailored in conjunction with young carers.</p> <p>This will be achieved by the employment of a full-time worker whose role it will be to recruit, induct, train and supervise social work student placements to partake in a programme of awareness raising in schools and offer a package of support to 180 individual young carers in the Sandwell MBC area.</p> <p>Full-time Support Worker Salary, NI and Pension £25,700pa          Training and mileage 500pa          Cost of Supervision (CEO costs) 2,000pa          Social work student mileage and training (£90) 780pa          Administration costs (telephone, stationery, postage, printing) 1,000pa  <b>Total £29,980per annum. Total grant applied for £59,960.</b></p>	
<b>Grant Performance</b> <p>Sandwell Young Carers have achieved a lot with their grant. The work they have done to formalise the use of student social workers has transformed their ability to offer support to both known and unknown young carers in school settings and has also provided them with a small income stream linked to the payments for providing student social worker placements.</p> <p>It is a shame that they did not make more of the opportunities that were available via the Spark Programme, but realistically this small organisation had very limited capacity to be able to engage in more than the day to day running of the charity and pressing on with the job at hand. Cranfield Trust has made it clear to the CEO though that there is always the option of requesting support at a later date when the timing may feel better.</p>	

**Please complete all sections of this form ensuring that each answer is no more than 150 words.**

In your application you told us what you expected the three key achievements of your grant to be. The progress towards those results should form the basis for your annual report to us and should link back to Triangle Trust's overall strategy goal and strategy outcomes. These are shown below.

Feel free to add evidence to demonstrate how the delivery of our grant has progressed e.g. statistics, opinions of beneficiaries, case studies, independent feedback, press coverage or reviews. Include whatever evidence you have that you feel may help tell the story of the year. If target numbers were included in your expected key achievements, please add numbers achieved in the last year.

We understand that goals change and need to be refined and you may find better ways to secure positive outcomes. As well as the expected results we are also interested in hearing about the unexpected outcomes and finding out about why things may not have worked as well as you planned.

Please include a case study when submitting your report that illustrates the work that you are doing and some of the success that has been achieved with the young people you are working with as a result of this grant.

<b>Organisation name</b>	
Sandwell Young Carers	
<b>Grant start date</b>	<b>Grant reference (see grant letter)</b>
01/11/23	2021-05-YC025
<b>Reporting period start date</b>	<b>Reporting period end date</b>
01/11/22	31/10/23

<b>Young carers strategy overall goal</b>
<i>Improved education outcomes for young carers and young adult carers</i>
<b>Young carers strategy outcomes</b>
<i>Young carers are supported to avoid lower exam results than their peers and reduce the amount of missed time in school</i>

<b>1. Progress made towards the first expected key achievement?</b>			
The recruitment and induction of a social work student on-site practice educator and suitable social work students			
<b>Measures for this achievement</b>		<b>Target date</b>	<b>Progress towards these measures</b>
1a.	Secure funds for a full-time Social Work Student Placement Officer and setting up of a Social Work Student Hub	September 2023	To be completed at the end of year 2  As we secure funds for a Social Work Student Placement Officer, Sandwell Young Carers successfully continues to work in close partnership with the University of Wolverhampton. We are now an established Education Practice Unit (PEU). We have in

			<p>place a placement provider agreement with the university setting out the terms, conditions, and expectations on both parties. The agreement enables us to host BA (Hons) and MA 70- and 100-day placements. As part of the agreement, we have negotiated for the Practice Educator (PE) employed by the university to be based at our centre for two days a week. The PE supports our staff in their roles of Placement Supervisor (PS) by running bespoke training and holding regular practice supervisor surgeries.</p> <p>The PE has stated SYC has set the gold mark standard for future students by providing a wide variety of learning opportunities enabling students to go above and beyond portfolio expectations.</p>
1b.	Renegotiate continuation of contractual arrangements with universities Wolverhampton, Birmingham City and Coventry regarding social work student placements	December 2022	<p>To be completed at the end of year 2</p> <p>Sandwell Young Carers have renegotiated contractual agreements with universities in the hosting of social work student placements. When an external PE is required, we have worked with universities establishing and ensuring all employment checks have been carried out and the PE is registered and working in guidance with Social Work England. All universities have expressed their wishes to continue working with SYC and have said they are especially appreciative of our continued support to their students. Universities have expressed their thoughts on our ability to be able to offer so many learning opportunities and agree there are more than ample opportunities.</p> <p>“Thank you as always for your support. Social Work is a practice-based profession and we would not exist without our partner agencies who provide such valuable learning and development opportunities for the social workers of the future.”</p> <p>“You have offered such excellent practice opportunities to support their learning.”</p>
1c.	Interview and recruit 3 social work students for placement by January 2023	January 2023	<p>To be completed at the end of year 2</p> <p>We have offered 6 placements during year two. Students have undergone the recruitment procedure as agreed with universities. Students</p>

	<p>Interview and recruit 3 further social work students for placement by May 2023 There will be a total of 6 SWS in the second year</p>		<p>are invited to placement interviews carried out by the project worker and the PS. Following a successful interview, the students are required to complete a DBS check and provide two references before a start date is agreed. Successful students are offered a placement with a two-week induction programme.</p> <p>“During the induction period, I found the overall experience to be highly informative, beneficial, and thoughtfully organised”.</p> <p>“I would like to express my heartfelt gratitude for the incredible experience I had during my placement and for the invaluable support and guidance provided by everyone involved. The knowledge and insights shared by each team member have contributed significantly to my growth and development. From day one, the environment fostered a culture of learning and collaboration, where I felt encouraged to ask questions/seek guidance.”</p>
1d	<p>Training of all SYCC Staff to the level of social work student placement supervisors</p> <ul style="list-style-type: none"> <li>- Staff development</li> </ul> <p>Expansion of support for students and increase intake.</p>	December 2022	<p>To be completed at the end of year 2</p> <p>The Sandwell Young Carers staff team have taken part in bespoke training sessions provided by the PE in agreement with the PEU contract. Training sessions have included:</p> <ol style="list-style-type: none"> <li>1. Practice Supervisor training session focusing on the Professional Capabilities Framework (PCF) and matching them to the learning opportunities and work undertaken at SYC.</li> <li>2. Practice Supervisor training session focusing on the supervision process and dealing with concerns – following the universities concerns process.</li> <li>3. Practice Supervisor Training completing direct observations and report writing to evidence the PCF.</li> </ol> <p>In addition to the training sessions carried out by the PE the project worker delivered the following inhouse training sessions for the staff team in preparation for their role as PS.</p> <ol style="list-style-type: none"> <li>1. Social Work Student Placement interview.</li> </ol>

			<ol style="list-style-type: none"> <li>2. The Induction Procedure.</li> <li>3. Supervision.</li> <li>4. Practice Learning Agreement meeting.</li> <li>5. Mid-point meeting.</li> <li>6. The student role at SYC.</li> </ol>
<b>2. Progress made towards the second expected key achievement?</b>			
Identification, assessment, and provide time limited support to young carers.			
<b>Measures for this achievement</b>		<b>Target date</b>	<b>Progress towards these measures</b>
2a	Identify and assess 45 young carers with the greatest need and risk already known to SYC	January 2023	<p>To be completed at the end of year 2</p> <p>Working with our database, social work students (SWS) have been able to identify 45 young carers with the greatest need where their caring roles are impacting their education. SWS could see a pattern of missing days off school, falling behind in lessons and being late at the start of the school day. To support the young carers the SWS worked with the young carers, their parents and the school's young carers lead. Emphasis was placed on raising awareness within schools on the needs and support needed for young carers. With more staff being young carer aware they are better able to provide the correct support. All young carers were supported via an individual support plan of their needs.</p> <p>"Going into school knowing there is help is easier, I am less worried about getting into trouble and having detention."</p> <p>"The support from SYC for my son has been above and beyond."</p>
2b	Identify and assess 45 'hidden' young carers with the greatest need and risk.	May 2023	<p>To be completed at the end of year 2</p> <p>With guidance from the project worker, SWS approached schools offering them our in-school group support sessions. The SWS worked in partnership with schools' young carers leads explaining we were aware of some of their young carers as SYC members. The SWS worked with the young carers leads to raise awareness so they could identify further young carers. As a result of the partnership work 45 hidden young carers have been identified. School staff were able to identify some young carers following their completion of the free SYC on-line Young Carers Awareness Training. Other young carers self-identified by approaching the school after seeing SYC literature.</p>

			<p>“We have identified so many young carers who we are now supporting”.</p> <p>“I didn’t know I was a young carer until Miss spoke to me”.</p> <p>“I saw the posters and thought that can’t be me until my friend said that’s what you do.”</p>
2c	Identify need and set individual time limited/measurable goals with individual known young carers	March 2023	<p>To be completed at the end of year 2</p> <p>SWS worked individually with the 45 young carers on setting short term measurable goals. Sessions taking place in schools supported young carers to map out the steps needed to achieve. The aim was to break down their goals into smaller steps. Young carers shared their plans with the young carers leads enabling them to be supported at school. SWS noted when setting goals, the young carers struggled to see how they could be achieved and needed the most amount of support to break them down into smaller achievable targets.</p> <p>All 45 young carers have reached at least one of their education goals and continue to be supported by SYC and school towards the rest.</p> <p>“Seeing the goal plan on paper made a difference, I could tick off each step as it was completed.”</p> <p>“Achieving my maths goal makes me feel proud. I could not have done this on my own”</p>
2d	Identify need and set individual time limited/measurable goals with individual hidden young carers	June 2023	<p>To be completed at the end of year 2</p> <p>When setting goals with newly identified hidden young carers it was important to establish their caring roles, and the impact this was having. This was done through partnership working with schools, young carers, parents, the project worker, and SWS.</p> <p>When working with hidden young carers on setting and achieving goals SWS carried out group sessions and one-to-one sessions. Something that was important to all 45 young carers was now knowing they could speak to the schools’ young carers lead when things got too much. Some schools have introduced young carer time out passes, to seek out the young carers lead and not having to explain to each staff member why they need to reach out.</p> <p>With parental permission the young carers leads have referred young carers to SYC to further access support and positive activities. This is an opportunity to meet other young carers and have a break from caring.</p>

<b>3. Progress made towards the third expected key achievement?</b>			
Provision of services for young carers			
<b>Measures for this achievement</b>		<b>Target date</b>	<b>Progress towards these measures</b>
3a	Programme of one-to-one support sessions: The number of young carers who are supported to re-engage with their education – 90.	June 2023	<p>To be completed at the end of year 2</p> <p>Focusing on supporting young carers to re-engage, improve outcomes, achieve higher grades, and improve confidence the project worker and SWS delivered a programme of one-to-one sessions. Offering a minimum of three sessions with some needing/requesting up to six sessions. Sessions were individually tailored for 90 young carers. Some young carers requested for the sessions to take place at school while others requested for them to take place at the SYC centre. All young carers said they felt supported and agreed it helped them to feel positive about their education aims.</p> <p>“Thank you for contacting school, things have improved, and she feels better going to school and not worrying so much about me. School has put support in place whereby she is able to call home to check in with me at break/lunch.”</p> <p>“I felt supported throughout and feel SYC has pointed me in the right direction with schoolwork and exams.”</p>
3b	Study Support: The number of young carers who will have improved confidence in their ability and achieve their desired grade 90	June 2023	<p>To be completed at the end of year 2</p> <p>Study support sessions played a key role in the project. The SWS developed a plan with support from the project worker, young carers were also consulted on what they wanted from the sessions. The focus was on supporting young carers to improve their education outcomes enabling them to achieve better exam results. Some of the session areas covered included developing study timetables which included their caring responsibilities, useful educational websites, support with researching colleges and sixth forms / what grades were required to get on to their desired courses. Looking at the process of applying for courses.</p> <p>All 90 young carers have reported they feel more confident in their ability to achieve their desired grades to be able to do what they want to do once they leave school.</p> <p>“Making the timetable has made such a difference, I can fit everything in including my SYC time and after school clubs.”</p>

3c	Group Support: The number of young carers who have increased attendance above 94% - 80.	June 2023	To be completed at the end of year 2  Young carers attended group support sessions to support them in their daily lives as young people, young carers, and students trying to juggle life with their additional responsibilities. SWS developed a schedule to be delivered focusing on a development plan that would enable young carers to gain information, support, guidance, and a tool kit to use now and in the future. Sessions included working on improving confidence, raising self-esteem, developing coping strategies, and having a positive mindset. 98% of young carers have increased their attendance resulting from partnership work with schools. As hidden young carers were being identified and referred by schools throughout the year young carers would join these sessions at different times. Therefore, developing friendships was important. New members were made to feel welcome by the SWS and other young carers, all sessions included ice breaker activities enabling young carers to get involved and start to form friendships.
3d	Awareness Raising Programme in schools. The number of schools/colleges who are "young carer aware" - displaying young carer literature and identifying 'hidden' young carers – 36.	April 2023	To be completed at the end of year 2  Sandwell Young Carers continues to raise awareness within schools, via regular e-mails, promotional literature, young carer aware assemblies, on-line young carer awareness training, attending school events and holding promotional stands sharing information, offering support and guidance. The SWS attend events along with the SYC Promotions team and help raise awareness. Throughout the second year of the project 202 staff members working in education have completed the SYC Young Carers Awareness training. These individuals are now in a better position to be able to identify, support and refer young carers. Young carers are now supported at school by staff who understand their home situations, support is being provided with homework deadlines, putting in additional support when young carers fall behind, schools are now more flexible with lateness if it is due to the caring role. Some schools are also giving young carers time out passes for when things are too overwhelming.
<b>4. Optional – please detail progress towards the additional expected achievements you told us about.</b>			
Create opportunities for young carer voices within schools.			
<b>Progress towards these:</b>			



When delivering group support in schools SWS asked the young carers lead to attend too. SWS encouraged young carers to speak about how their education is being impacted and how school can support them while caring takes up such a large part of their lives.

“Following on from these sessions I will be setting up a drop in club for the young carers, giving them a chance to continue receiving support and share ideas on how school can best support them. Thank you for your help and support with getting things up and running.”

“I loved the session, it was informative, and I could talk about my barriers.”

“Our school had a great opportunity to benefit from group support work from SYC. The students enjoyed the sessions and responded well. Following on from the work, some students have now asked to receive dedicated support and an individual referral to SYC.”

**5. Please tell us a little bit about the young people you have worked with over the past 12 months **with our funding**. We are keen to understand how many young people who have received support fall into one of our priority groups.**

Total number of young people worked with	90
Number of young people from BAMER communities	45
Number of young women	62
Number of young people with experience of the care system	0

**6. Please tell us about the young people you have worked with over the full funding period of your grant. We are keen to understand how many young people who have received support over the past 24 months fall into one of our priority groups. **(Please only include young people directly supported through Triangle Trust funding)****

Total number of young people work with	180
Number of young people from BAMER communities	75
Number of young women	120
Number of young people with experience of the care system	0

**7. Did any aspect of the grant delivery not progress as expected and were any subsequent changes made? **Please answer in no more than 150 words.****

None

**8. Did the expected results of the grant remain the same or did they change? If they changed, tell us why and detail what this helped you to achieve. **Please answer in no more than 150 words.****

They remained the same.

**9. Were there any unexpected outcomes from the project that you had not planned for?**

The appointment of 2 social work students in volunteering roles on the completion of their placements has benefitted the charity and the young carers. All students leave the charity in a position to recognise and support young carers once out in the community as practising social workers.

**10. Is there anything you have not included elsewhere in the report that you feel we should know? E.g. you might have some wider reflections about the impact of the grant overall both within your organisation and beyond. Please answer in no more than 150 words.**

As part of the support offered to the 90 young carers, we have also provided information via signposting/referrals to community organisations they may benefit from. These community organisations can offer support to young carers, the cared for, as well as the whole family. Some of the community organisations included, Holiday and Food Activities (HAF), Kooth, Connexions, Adult Social Care, Welfare Rights, Sandwell Healthy Minds, Inclusion Support, Sandwell Local Authority.

SYC remains extremely grateful for the opportunities that the funding from the Triangle Trust provided. The 2-year grant made significant difference (evidence of sustainability for the charity) when applying for other funds. The challenges were recruiting for 2-year posts in the current staff retention crisis hitting the voluntary sector.

This excellent opportunity enabled SYC to work in partnership with a local university to become a HUB for social work student placements, with all SYC staff trained at Practice Supervisor level and the university providing a Practice Educator onsite at SYC.

We recognised that we underutilised the additional opportunities available via the Cranfield Trust. The organisation's capacity building programme had only been completed 3 years earlier. We highlighted support with securing funds as a need alas this was something the Trust could not assist with.

**11. Please tell us of any safeguarding concerns that were raised during the year and how these were dealt with.**

No safeguarding concerns have been raised.

**12. Please briefly outline the support that you have received through the Cranfield Trust via the Spark Programme. Please tell us what this has helped you to achieve. Please use this as an opportunity to update the information you provided in your end of year 1 report rather than just repeating this.**

The project worker attended some of the webinars and found them to be informative.

**13. Please complete the budget report to show how your expenditure compares to your original budget (this is in your year 2 reporting form that you completed at the end of year 1 of your grant).**

***Please also email us a copy of your latest annual report and full accounts independently examined by a qualified accountant covering the last 12 months (if you have not already sent them).***

<b>Predicted</b>	<b>Actual</b>
Worker Salary, NI & Pensions	£ 25,700
Training & Mileage	£ 500
Cost of Supervision	£ 2,000
Social Work Student Training	£ 780
Administration Costs	£ 1,000
	£
	£
<b>TOTAL</b>	<b>£ 29,980</b>

**If you have unspent funds of more than 20% of the value of the first year of your grant please explain how this has occurred and how this will be spent in year 2.**

**There are no unspent funds.**

**14. Please include a case study about a young person who has benefited from the support you were able to provide through this grant.**

When referred to SYC the young carers main presenting needs were emotional wellbeing and school performance. The referrer stated the young carer can be negatively impacted if her sibling who has autism and PTSD has a bad night/ morning. This can leave the young carer upset, tired, low in mood and not wanting to go to school.

During the initial assessment the parent spoke about her concerns about how the young carer was impacted by her caring role and how this was affecting her school concentration. The parent requested for one-to-one sessions to take place within school.

During these sessions the young carer shared with the SWS she was having problems with the following:

- Finding it difficult to revise at home due to sibling's behaviour which can be overwhelming and leave her feeling exhausted.
- Unable to attend after school revision clubs.
- Having a set routine at home can be difficult so planning time for study is hard.
- Not knowing if she wanted to stay on at sixth form or go to college.
- Did not know how to apply for college and find the course she wanted.
- Wants to be a music therapist in the future but does not know the route she needs to take.
- When around too many people she becomes anxious, this affects friendships and social opportunities.

To support the young carer the SWS offered the below:

- The SWS together with the young care looked at revision timetables/plans designing a plan that suited her needs. The plan included school, revision, time with friends, SYC activities, and time for her hobbies.
- The SWS spoke about how having a rigid timetable for revision was not necessary. Knowing and expecting it to change would help the young carer to not give herself a hard time if/when her caring role overtook her need to revise.
- The SWS spoke about how having a positive mindset towards education was important.
- The SWS along with the young carer looked at what qualifications are needed to study music therapy.
- The SWS checked if the young carer had been given the opportunity to meet with Connexions. Connexions work with students in schools providing young people with independent support to raise awareness of their options in relation to employment, apprenticeships, and further learning.
- The SWS suggested the young carer attend open days at sixth form and local colleges to find out more about their courses, qualifications needed and the support they offer to young carers.
- The SWS supported the young carer to speak to the schools' young carers lead when things become difficult by speaking to the school first.

The young carer has shared that she has done better in the GCSE's than she thought she would. The young carer did better in her exams compared to mock exams, she also achieved higher than her predicted grades. "I did not think I could do it." The young carer is now at college studying level 3 music performance. She has made friends on her course and is trying to spend some time with them outside of lessons.

The young carers said "SYC helps me with socialising, at first, I did not want to talk to anyone, but now I have made friends. It is a break from home, I can just breathe, I don't have to stress about home".

"I did not know where to start with looking for college courses, in fact I enrolled myself onto film and media thinking it was a music course. I was lost without the support."

"I feel SYC helps me mentally, it gives me stability, you can escape for a bit."

The SWS received an update from the parent following the sessions saying, "after your sessions she now has an interview at college to start her music therapy course in September. I am so grateful for the way you have supported her, thank you so much."

"SYC has been a great support to her and helped her so much. She is doing well at college and keeping on top of her work. She is happy there and making friends."

**Date Completed**

30/10/2023

Please return this completed form along with a short case study by email to  
[info@triangletrust.org.uk](mailto:info@triangletrust.org.uk)

