

## Positive Responses- Young Carers

Theme	Respondent	Comment
Support development of the group	NIRDP	
Support the development of a toolkit for schools	PHA, CCMS	
Support awareness and the need for information in schools	CCMS	
Welcome development of action plan	Positive Futures	Positive Futures- reflects the challenges faced by young carers
Agree with idea of regional equity in CAMHS services	BHSCT Community Child Health, CCMS	
Agree with raising profile of young carers in education	BHSCT Community Child Health	
Agree with linking to youth and community services	BHSCT Community Child Health	
Support highlighting the role of Young Carers as pivotal to society	CCMS	
Welcome promotion of young carers increasing participation	WAFNI	
Support upholding of the rights of young carers	WAFNI	

## Constructive Suggestions for Change- Children and Young People with Emotional and Behavioural Difficulties

Respondent	Comment	Action
<b>General Issues</b>		
PHA	<ul style="list-style-type: none"> <li>More information on the regional service and whether it is a regional service or regional approach</li> </ul>	This is a regional service- this has been clarified in the action plan
Children's Palliative Nursing Special Interest Group	<ul style="list-style-type: none"> <li>Overuse of abbreviations without explanations</li> <li>No detail of how these young carers will be relinquished from the huge responsibility they bear</li> </ul>	Noted, this issue has been addressed The group recognises this as a long term objective but with an immediate goal of providing support
Craigavon Borough Council	<ul style="list-style-type: none"> <li>Wish to promote services on relevant websites for young carers to access</li> </ul>	Very welcome, <a href="http://youngcarersni.com/">http://youngcarersni.com/</a>
Positive Futures	<ul style="list-style-type: none"> <li>Greater emphasis on the use of short breaks to allow young carers to engage in social activities</li> </ul>	Noted, agree to include the need to represent the needs of young carers in ongoing regional work
NIACRO	<ul style="list-style-type: none"> <li>Within the remit, consider the young person becoming a carer through the admission of an adult to custody</li> </ul>	Outside the remit of this group
BCC	<ul style="list-style-type: none"> <li>Carers are admitted free to Belfast Park and Leisure facilities when accompanying someone with a disability</li> </ul>	Very welcome
WAFNI	<ul style="list-style-type: none"> <li>More recognition of Domestic and Sexual violence in the action plan, particularly as a factor in emotional and physical health, as a cause for young carer's responsibilities and that it can impact on all areas</li> <li>Recommend the development of further links to include voluntary organisations and community groups</li> </ul>	Noted  Agree

Northern Ireland Hospice	<ul style="list-style-type: none"> <li>• Currently too general and need more specific actions</li> <li>• Edited again for typos and grammar errors</li> <li>• Qualitative information switches between statements of fact and what should happen in the future</li> <li>• Both qualitative and quantitative information should be referenced</li> <li>• Use of Acronyms should be limited</li> <li>• Should be helping young carers be relinquished from their role</li> </ul>	The action plan will be amended for clarity
Crossroads Caring for Carers (NI)	<ul style="list-style-type: none"> <li>• Change the definition of young carers from people aged up to 18 to people aged up to 21- to allow and encourage young carers to pursue further and higher education while still receiving support</li> </ul>	Outside the remit of this group
Early Years	<ul style="list-style-type: none"> <li>• More information on issues faced by young carers including the active participation of young carers themselves throughout any planning and implementing</li> <li>• Need to highlight and review good practice of existing toolkits</li> </ul>	Yes, agree
<b><i>Healthy</i></b>		
PHA	<ul style="list-style-type: none"> <li>• More reference to young carers of siblings with physical health problems</li> </ul>	Noted
WAFNI	<ul style="list-style-type: none"> <li>• Link equity of access to CAMHS to Family Support Hub development noted in the EBD action plan</li> </ul>	No, the group has identified the access to CAMHS for young carers as an issue
OSS DHSSPS	<ul style="list-style-type: none"> <li>• Information on physical health eg treatment for a physical condition, registration and attendance with dental and AHP services and whether attendance is negatively impacted upon</li> </ul>	Noted, the collation of information has been identified as an action for this group

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CCMS	<ul style="list-style-type: none"> <li>• Willing to be involved regarding young carers in education and further education</li> </ul>	Very welcome
WAFNI	<ul style="list-style-type: none"> <li>• Include domestic and sexual violence in teacher training and toolkit- willing to share best practice such as 'Helping Hands' pack</li> <li>• The training should focus on being proactive rather than responsive only to those already identified</li> <li>• Should include issues of child protection</li> </ul>	Noted and useful
OSS DHSSPS	<ul style="list-style-type: none"> <li>• Collect quantitative information in relation to non-attendance, suspension and expulsion and leaving school at 16 years of age to understand fully the impact on education</li> <li>• Is the cited research (Princess Royal Trust for Carers 2011) UK wide and if so, might be useful to get a NI picture and compare</li> <li>• The develop toolkit/training should be extended to include all in education sector e.g. EWOs and educational psychologists- link to the information</li> <li>• The action in relation to "Encourage and Support Young Carers in accessing community based activities" and the associated 'what difference will it make to children and young people' should also have a focus on transitional support arrangements for young carers to assist them access Further and Higher Education. (link with EEEW)</li> </ul>	<p>While important, this information does not fully reflect the education experience of young carers The expertise within the group provide a Northern Ireland perspective</p> <p>Noted and agree</p> <p>Noted, will be included in the plan</p>
Northern Ireland Hospice	<ul style="list-style-type: none"> <li>• Review of school starting and finishing times</li> <li>• Ensure care is delivered by an agency to allow attendance at school on time</li> <li>• How will capacity of young carers be promoted to achieve this outcome</li> <li>• Strongly recommend assessments for practical support e.g. laundry and school uniforms</li> </ul>	<p>Outside the scope of this group</p> <p>Noted</p> <p>Noted</p> <p>Noted</p>

Early Years	<ul style="list-style-type: none"> <li>Promote the 'enjoy' aspect of enjoying, learning and achieving including access to inclusive and accessible play and social opportunities and community based activities are important areas to be included</li> <li>Raising awareness in schools should also include pre-school and other educational care organisations</li> </ul>	Agree, this is also identified as a priority for the sub group
<b><i>Living in Safety and with Stability</i></b>		
WAFNI	<ul style="list-style-type: none"> <li>Specific key action here about educating children and young people to promote safety and access services</li> <li>More emphasis on how we can reduce or remove caring responsibilities</li> </ul>	Noted
Northern Ireland Hospice	<ul style="list-style-type: none"> <li>More specific regarding proposed support – practical or emotional?</li> </ul>	Proposed support will involve both as required- action plan amended to reflect this
<b><i>Experiencing Economic and Environmental Wellbeing</i></b>		
Positive Futures	<ul style="list-style-type: none"> <li>More planning needed at the transition stage for young carers under EEEW outcome</li> </ul>	Noted and agree
OSS DHSSPS	<ul style="list-style-type: none"> <li>Information on numbers and proportions of young carers who go onto further and higher education and those who exit education at 16- most influential factors in future economic and environmental wellbeing</li> <li>The research that young carers more likely to be NEET- is this UK wide or Northern Ireland wide</li> <li>Change reference to newly named Carer's Trust</li> <li>Consider what evidence is needed for statement under the column 'What difference will it make to children and young people' ;- "Young carers will be better prepared for this important</li> </ul>	<p>Noted</p> <p>This research is UK wide</p> <p>Noted</p> <p>Noted</p>

	transitional phase in their life and be supported in balancing their caring role with their new role and experiences in adulthood”	
Northern Ireland Hospice	<ul style="list-style-type: none"> <li>• Should be helping young carers be relinquished from their role to move into further education and employment</li> <li>• How will capacity of young carers be promoted to achieve this outcome</li> </ul>	Noted, agree that this a long term aim of the group with a short term goal of providing them with required support
<b><i>Contributing Positively to Community and Society</i></b>		
Craigavon Borough Council	<ul style="list-style-type: none"> <li>• Want to link with relevant agencies to encourage and support young carers to access community based activities</li> <li>• Keen to participate in a strategy which would improve engagement with civic activities</li> </ul>	Noted and welcome  Noted and welcome
Positive Futures	<ul style="list-style-type: none"> <li>• There are limited community networks and facilities that young carers can be linked to but the action plan suggests that they can</li> </ul>	Noted
OSS DHSSPS	<ul style="list-style-type: none"> <li>• Quantitative information to reflect the significant contribution that young carers make including the ‘supplement’ they make to state provision</li> <li>• Comment should also reflect the Regional Young Carers Forum and its engagement with society and public representatives</li> </ul>	Noted  Noted
Northern Ireland Hospice	<ul style="list-style-type: none"> <li>• Advocate that young carers are supported to access outside school and leisure activities</li> <li>• How will capacity of young carers be promoted to achieve this outcome?</li> <li>• How will we ensure that young carers have access to same opportunities as their peers?</li> </ul>	Noted, agree  Noted  Noted, this is one of the priorities of the group

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WAFNI	<ul style="list-style-type: none"> <li>• Use of UNOCINI assessment raises two issues, how best to identify young carers and how to assess impact on young carers who have not had an assessment</li> <li>•</li> </ul>	Agree, this detail will be explored in the detail in implementing the action plan
BHSCT Community Child Health	<ul style="list-style-type: none"> <li>• BME young carers is a huge issue due to potential safeguarding implications. It is more complex due to legal restrictions and may require dedicated, recurrent resources</li> </ul>	Noted and agree
OSS DHSSPS	<ul style="list-style-type: none"> <li>• Actions should include addressing particular problem and ensuring equity of access to services to address qualitative information:                      “There is regional disparity in the number of assessments offered to young carers with young carers in some areas more likely to be offered an assessment than those in another area”</li> </ul>	Noted, the second action should address this issue
Early Years	<ul style="list-style-type: none"> <li>• When engaging with BME organisations, consider best practice for engagement such as the Toybox Project- detail provided- and the Media Initiative for Children Respecting Difference Programme (MIFC)</li> </ul>	Noted and welcome

## Feedback from Young Carers

<p>Feedback from Eastern Area Young Carers (Action for Children)</p>	<p><i>Experiencing Economic and Environmental Wellbeing</i></p> <ul style="list-style-type: none"><li>• Information, advice and support on what options are available to young carers with help from support groups, teachers, trainers and careers. More specifically information on the job application process and further education including what to expect from it.</li><li>• Information and advice on benefits, available support and taxes</li><li>• Financial support for further education and transport and more work experience opportunities</li></ul> <p><i>Contributing positively to community and society</i></p> <ul style="list-style-type: none"><li>• Need to socialise, either with other groups of young carers or new groups. Necessary for building social skills. Also consider social skills group activities or team building</li><li>• Using the school as a resource to access out of school, youth activities</li><li>• More support to enable the young carer to access activities- need to know there is someone at home to cover for them</li></ul> <p><i>Living in safety and with stability</i></p> <ul style="list-style-type: none"><li>• Education and training on different issues that might arise with the person being cared for e.g. mental health, first aid</li><li>• More opportunities to socialise both with other young carers and other people- helps prevent anti social behaviour</li><li>• Having someone to rely on</li></ul> <p><i>Enjoying, learning and achieving</i></p>
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- More care at home to allow students to attend school
- More understanding in school to allow e.g. extra classes, counsellors, allowed to text/phone home

*Living in a society which respects their rights*

- More awareness in schools and communities but balance with the need for discretion- know the issues but not who we are

*Healthy*

- Education/classes on healthy eating
- Less dependence/ more support for families
- More opportunities to talk about mental health/more access to social activities to help mental health
- Access to physical activities through gyms/dance/sport