



The Children's Society Leading Edge Initiative improves access to education for young refugees aged 11-18. By working in partnership with local schools and young people it provides a range of effective study support services, designed to improve achievement, integration and inclusion.

Schools enhance their existing activities, engage new parents and carers and extend support and participation opportunities, as well as improve their provision for refugee children with caring responsibilities.

Leading Edge works nationally in:

- | | |
|------------|------------|
| London | Manchester |
| Winchester | Leeds |
| Bristol | Oxford |
| Birmingham | |



Leading Edge School Activities

- Homework club provision
- Peer welcome and induction schemes
- Group awareness raising events
- Conflict resolution training
- Extra-curricular and holiday activities
- National young people's steering group



Families may:

- Be unaware of services or support available to them
- Fear that asking for support will impact upon their asylum claim
- Have cultural views about caring and expect the child to care
- Be separated from other family members and support networks
- Hide ill health needs due to stigma: including HIV, Mental health needs and the impacts of War and Torture

Include project

Common Experiences

- Unmet personal care needs
- Communication difficulties
- Extreme isolation
- Difficulties accessing services
- Cultural expectations linked to caring roles
- Undertake adult responsibilities within their families and communities

"We end up becoming translators, legal advisors, housing advisors and carers for the whole community".


[young refugee]

Include project

There are certain barriers to healthcare that need to be overcome in order to adequately meet the healthcare needs of refugees and asylum seekers.

- Language and cultural differences.
- Health Records
- Dispersal.

Dispersal to inappropriate locations, poverty, social exclusion and racism can all diminish the quality of life for refugee children.

 **The Children's Society** **Include project**

Health of Refugee Families

- Communicable diseases
- Psychological and Psychiatric health
- Stress related illnesses
- Effects of war and torture

A study by the British Medical Association (2002) suggests:


- **1 in 6 refugees have a physical health problem severe enough to affect their life**
- **Two thirds have experienced significant anxiety or depression**

 **The Children's Society** **Include project**

Children as Translators


- Insufficient translation services can result in the responsibility for interpreting falling to other family members. This should be discouraged as it denies the right to confidentiality within their family or community.
- Children should not be expected to be translators of inappropriate information, including health and social care assessments, as this can be detrimental to their own well-being. It can also impact upon their school attendance if they are attending meetings with their parents.

www.languageline.co.uk www.harpweb.org.uk

 **The Children's Society** **Children as informal interpreters**

- Children should not be expected to translate inappropriate information, including health and social care assessments.


"We end up becoming translators, legal advisors, housing advisors and carers for the whole community".
(Refugee young carer, 2008)

 **The Children's Society**

Key Principle 4:


Young carers will have the same access to education and career choices as their peers.

"I missed a lot of school because he wasn't well and I didn't like leaving him in case he fell over and he couldn't reach a phone or pull the cords... I went to it twice a week, that was it."
[young carer]

 **The Children's Society** **In School**

<ul style="list-style-type: none"> • Parents involvement – accessing school • Education system different to country of origin • Language barriers • Assessments of attainment • Interpreting – medical information, progress and attainment. 	<ul style="list-style-type: none"> • Concerns about asylum claim and impact on family • Fear of support services • Repetition of their claim • Bullying • Cultural expectations and differences
---	--

Local education authorities are under a duty to ensure children who are asylum seekers or refugees receive appropriate education from the age of 5 up to 16. They also have equal entitlement to pre-school facilities and free school meals.

 **The Children's Society**

<p>QCA recommendations for new arrivals:</p> <ul style="list-style-type: none"> • Communicating well with parents, using interpreters • Involving school nurses, health visitors and CAMHS • Ensuring health information gathered at admissions process • Referred for health checks • Families aware of local bilingual health advocacy services 	<p>School can help:</p> <ul style="list-style-type: none"> • Lead for young carers • Citizenship and or PSHE curriculum • SEAL • Welcome pack • Community notice board • Homework clubs • Use of phone • Accessibility for parents • Flexible and sensitive support
---	---

Include project

Key Principles of Practice for working with Young Carers

- Safeguard children by working towards the prevention of children undertaking inappropriate levels of care
- Develop a whole family approach to needs led assessments, to ensure that service provision is child focused and family orientated
- Young carers and their families are the experts and must be involved in the development and delivery of support services
- Young carers will have the same access to education and career choices as their peers
- Essential to continue to raise the awareness of young carers and work with families must be monitored and evaluated regularly
- Local young carers projects and other services should be available

Young Carers from Refugee and Asylum Seeking Families

DVD Residential

The Frontier Centre, Northampton

27th February – 1st March 2009



Barriers

- Ground work
- Young people's participation
- Reaching out to parents
- Safeguarding and sensitivity
- Stigma

Activities at the Frontier Centre



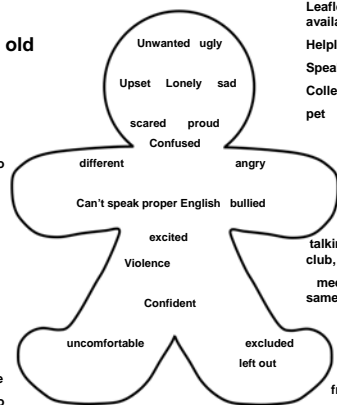
HARRIS



Harris

13 years old

- Imaginary friend
- teachers
- Teddy bear
- Pets Go out
- Phone – talk to old and new friends
- Read a book
- Family
- Holiday
- Counsellors
- Sports
- Books
- Connexions
- Go out on bike
- Phone – talk to friends, texting



- Leaflet with support available
- Helpline
- Speak English
- College school
- pet library
- At home
- money telly
- friends – talking, joining youth club, leisure centre
- meet friends from the same country
- Go on a trip
- Internet – chatting to friends and family

The Children's Society Whole Family Pathway

Contents

How to use the Whole Family Pathway

Introduction: why use the Whole Family Pathway?

Young carers and their families: reflections and putting it into context

Whole family working - the first step

References - what to consider for:

- A parent with an illness or disability
- A child with an illness or disability
- A young carer

Consulting with families and service provision

Assessments: be pro-active

Health: the role of health and social care

The Children's Assessment Framework (CAF) and Single Assessment Process (SAP)

Disabled adults with parenting responsibilities

Children with disabilities

Care and abandonment

Education

Discrete communities and support

Housing

Nature of illness and disability

Subsistence income and alcohol

Young carers projects and other direct services

Emotional support for young carers

Legislation and guidance

Online resources for young carers and their families

Organizational writing for young carers and abandoned parents

References

The Children's Society A toolkit for ALL practitioners

The Children's Society Include project

Home Young Carers Health Education Home & Community Search

Introduction

Introduction

Why Use This Toolkit?

Using This Toolkit

Outcomes

Young carers from refugee and asylum seeking families should not have to have an inappropriate care for another family member which impacts upon their own physical and mental well-being.

Consultation with young people and their parents from refugee and asylum seeking families may assist that they may have specific additional needs with their caring responsibilities that can all affect the contents of support. These include language barriers, education, limited knowledge of health and social care systems, access to social services, housing, leaving with preparation and resources.

Useful Links

- Young Carers Initiative
- Whole Family Pathway

© 2009 The Children's Society. All rights reserved. Reg number 221724

www.youngcarer.com

The Children's Society

The Children's Society Include project

Home Young Carers Health Education Home & Community Search

Using this toolkit

Introduction

Why Use This Toolkit?

Using This Toolkit

Outcomes

The Children's Society 'Include' Project has developed 'The Whole Family Pathway', a resource for practitioners to ensure that someone is fully aware of their role in supporting a family where a parent has a mental health problem. This is to be used alongside the 'The Principles of Practice for Social Work with Families with Complex Needs for Young Carers and their Families' (2008) and 'Mental Health Act 2003'.

This toolkit is to be used in conjunction with the 'Whole Family Pathway' in order to bridge the gaps in health and social care provision for refugee and asylum seeking families.

This resource is not designed as a book to be read from cover to cover. It is an electronic tool for ALL practitioners to access the information that is most useful to them in their role.

Please remember to signpost this toolkit, along with the 'Whole Family Pathway', to colleagues from other departments, including Adult and Children's services and make both in the 'Statutory and Voluntary Services' who are providing support to the same families so they can access the information and resources related to the caring role.

This online toolkit should be used in conjunction with the 'Whole Family Pathway' (2009).

© 2009 The Children's Society. All rights reserved. Reg number 221724

The Children's Society

To find out more about how we can support you to deliver services to young carers for a range of downloadable resources, visit:

www.youngcarer.com

helen.windebank@childrenssociety.org.uk

Helen.leadbitter@childrenssociety.org.uk

Charity Registration No: 221724