



Schools

QSCS

Quality Standard in Carer Support

Assessment Report

Organisation:

Bulwell Academy

Main Contact details:

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Date Assessment Completed:

20.01.25

Assessor:

Naomi Sykes

Accreditation Award:

X

Re-submission Required:

☐

Re-Submission by:
(if applicable)

NA

Re-accreditation Date:

20.01.28



Assessment Summary – Overall observations

Bulwell Academy evidenced a clear and comprehensive approach to supporting young carers, with a strong emphasis on “young carers being everyone’s responsibility” apparent throughout the assessment. At the same time there is a clear process in place with staff aware of internal referral pathways and identified staff leading young carer support and messaging across the school.

Information-sharing pathways ensure relevant staff are informed and up to date regarding individual young carers, and a robust process for tracking and supporting students of concern ensures support is implemented in a timely and individualised way.

Throughout the assessment it was clear that there is a strong commitment to young carers from senior leadership which filters down and across the school. Staff training, regular SEND updates and Briefings maintain a spotlight on young carers, increase staff awareness and understanding, and encourage staff buy-in. There is recognition of the impact of caring on peer relationships, and the Young Carers policy includes reference to “fostering respect and understanding towards young carers among all students”.

Staff changes during the course of working toward the accreditation have meant that the member of staff who completed the original Development Plan is no longer in post. However, Anita Wall has maintained oversight of the Development Plan and been closely involved in the work. A new member of staff is now in post and being brought up to speed in regard to their responsibilities for young carers which is guided by content of the Development Plan.

Anita reported that young carers make up 6% of the schools cohort, much higher than the national average, which she attributed to representing the local population. However, it may also be indicative of the effectiveness of school systems in supporting young carer identification.

A Young Carers Survey provides an opportunity for pupils to feedback on the effectiveness of support, and additional statements from young carers highlighted the positive impact of school provision. Young carers valued opportunities to go on trips and take a break in school. Knowing who they can talk to and having supportive teachers also featured highly in testimonials: “I know who I can go to if I need to talk and I am able to help my family without feeling I am missing out in class”, “The teacher are patient with me when I am upset or struggling” “Teachers at school also give me time for myself and give me space to talk to them”. They felt that the Young Carers pass was understood by staff, allowing them to use their phones to check in with the person they care for and leave early at the end of the day without this being questioned: “I have a phone pass to text my mum if shes not ok and I don’t get told off for this”. Testimonial from one young carer highlighted the individualised support that the school implemented, stating “I feel support as a young carer because attendance support me getting to school by collecting me in the morning”.

GOOD PRACTICE

- Regular and ongoing communications to keep young carers at the forefront of staff awareness.
- Centrally managed messaging for staff and students to ensure accurate information and sustained interest.
- Provision of bespoke opportunities for young carers such as Carers Group, trips and linking with an external agency to offer Creative Writing Workshop.



CRITERIA 1 – Young Carers Policy & Procedures

Organisation self-report

Policy created July 2024 and will be put on the school's website during the Autumn term 24/25 academic year. Staff will be able to view this on the staff hub home page and clicking "BA policies and reports".

SLT committed to assisting with implication of procedures and policy. They discuss young carers in their improvement plan meetings.

Governors meet once a half term and discuss young carers. They discuss new young carers and they discuss any young carers of concern e.g. due to progress, behaviour, attendance, SEND.

Regular communication via full staff emails. The email contents are shown in the screenshots in the appendices. They communicate tips, new young carers, any updates e.g. the new policy, who to contact with concerns etc. I have also asked for my email signature to state that I am the young carers champion.

Additional comments

Bulwell Academy has a Young Carer policy in place which highlights the universal support offer for young carers, and includes reference to a Carers Lead on SLT and a Carers Champion to deliver young carer support ensuring continuity of the role. The policy is reviewed annually.

Anita Wall is the Carers Lead at SLT level, and delivers regular reports on young carers to Bulwell Academy SLT and termly updates to Governors. She also reports on young carers to the Creative Education Trust Improvement Plan Board meetings, which identifies Young Carers as a priority group across all its schools. Reports include qualitative and quantitative information, ensuring the Governors and the wider Trust have up to date and comprehensive information.

Policies are accessible to staff through the Staff Hub and available to parents and pupils on the school website. Anita will follow up on the request to have the Young Carer policy added to the website, which was disrupted due to staff changes and illness.

Evidence

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| <ul style="list-style-type: none"> • Young Carers Policy • Academy Improvement Board agenda (May 2024) SEND update inc. YCs • Bulwell Academy Council meeting agenda (report on YCs) • Staff Hub screen shot (policies and reports tile) | <ul style="list-style-type: none"> • Bulwell Academy website pathway (YC information and policies page) • Email requesting YC policy to be added to website • Equality, Diversity, & Inclusion policy link website screenshot |
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CRITERIA 2 - Designated Carers Champion

Organisation self-report

Young carers lead (Anita Wall) and young carers champion (Assistant SENCO) information available on the website, staff information page and through awareness activities. Students know who the young carers lead through information given in the forums and there is a slide on display on the TV screen in reception. These screens are going to be around the school in September 2024 and they will display the slide in appendix 6. I cannot be named on the website as I am a temporary member or staff.

I have asked for the website to be changed so young carers have their own section and it is not within the SEND section as this will make it easier for young carers, parents and guardians to find. This will be actioned in the Autumn 2024 term.

At the moment if a student's progress dips and then it is found they are a young carer (e.g. it being stated on their profile page on Arbor that all staff can see) then the young carers champion will intervene and put support in place if the dip in progress is related to them being a young carer. For example, progress dips usually because young carers are late or absent so then the young carers champion will support getting them to school in the hopes that their progress will rise again through their attendance rising. In the future an excel tracker will be used where young carers can be filtered and tracked first and difficulties can be supported before progress dips. This is because I will check the tracker termly and action any dips by giving support. A tracker with a young carer filter will make it easier to check progress half termly and then pick up on any slight dips and intervene with support and interventions asap.

Newly identified carers and any updates are communicated to staff via email along with any support e.g. can arrive late, leave early etc.

Identified sooner, in a more proactive way than reactive way.

Forums are delivered termly to raise awareness of young carers and to inform young carers of the support available. Full staff emails are also sent with information and updates.

I have been informed that we are changing to a tracker system for assessment data. At the moment there are multiple tracking systems running depending on the year group a student is in. This confusing and one tracker will be a lot easier to track the progress of specific groups. If a YC's progress dips, then I arrange to meet with them to discuss their needs. If a YC has SEND needs, then they already have what is called a pupil passport in place- these are similar to support plans and let the whole school know about how best to support the YC. When this is live there will be a young carers filter. This means that when you click on this filter on the excel document then all of the progress data for every young carer will come up. As the young carer's champion, I lead a drop-in session once a week which is advertised in forums and on TV screens throughout the school. I also arrange school trips which are organised once a term. In March I will arrange a young carers action day. I have been in contact with TuVida to arrange an awareness session for themselves at the school this is TBC. I meet with new young carers to see what support we can put in place to help e.g. attendance to pick them up in the morning and bring them into school.



Registered for young carers awareness training on 17th October, run through the local support service.

Young carers asked if they would like a “peer young carer champion” scheme in school via the student voice survey- I am due to collect these soon.

Additional comments

Anitia Wall is strategic level Carers Lead responsible for data evaluation and reporting, and maintaining oversight of young carer support. She manages Lisa McConnell who has recently come into post as Assistant SENCO and will have Carers Champion responsibilities. Anita has ensured continuity of young carer support during a period of staff turnover and is currently working toward a comprehensive and robust handover to Lisa. Anita and Lisa will continue to work closely together. They have ongoing informal daily catch-ups and a minuted weekly meeting with young carers an ongoing part of this agenda.

Lisa McConnell will deliver support for young carers, providing confidential drop-ins, trips and young carers groups. She has familiarised herself with the QSCS Development Plan to ensure actions are followed through to implementation, including having the Carer Champion role added to her email signature, and is currently getting to know who the young carers are within the school. Lisa will be named as the young carer contact on the website, and a young carer dedicated email address will be created to ensure communications can be picked up by any member of the SEND team if the Carers Champion is not available.

Regular SEND updates are sent to all staff which include young carer support reminders. These will come from both Lisa and Anita to embed and sustain commitment across all areas of the school. Anita highlighted that emails from SLT level can encourage more response from staff.

Evidence

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| <ul style="list-style-type: none">• Email requesting YC group slide to be added to TV display• Email requesting YC group slide be shared with all staff | <ul style="list-style-type: none">• Email requesting YC policy added to website and discussion of YC information page• Interview Anita Wall and Lisa McConnell |
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CRITERIA 3 - Staff Training

Organisation self-report

Young carers training is delivered by Anita Wall (young carers lead) during inductions of new staff. This is using the forum powerpoint and it states who the young carer champion is and to refer a suspected young carer to them. Staff are made aware of the local support service, but it is the champion that makes referrals to ensure continuity. New staff are directed to the policies on the staff hub homepage on their laptops- see appendices for what this looks like.

Safeguarding training is given the same day as the new staff induction as well as on inset days which are attended by all staff old and new- this is a one-day event at the academy. Staff are shown how to make a CPOMS report and there is a specific category for young carers. Moving forward I would like staff to receive more training in how to spot the signs of a young carer. I have asked Tu Vida if this is something they can offer. The year managers, tutors and support staff are good at this as they are more pastoral and have the time to talk and get to information like a disclosure of being a young carer. I would like teachers to spot the signs in a classroom, when they might not necessarily have chance to talk to them e.g. arriving late, not looking as smart, struggling to focus.

Forum powerpoints are used to update staff as well as full staff emails sent by myself to update and inform staff. They include information about the local support service- Tu Vida.

I have asked for my email signature to say that I am the young carers champion. However, my role is not yet permanent, so this will happen to whoever gets the permanent role.

Additional comments

The school has a comprehensive training programme to ensure staff across the whole school have an understanding and awareness of young carers.

The New Starters programme includes a SEND/Support section delivered by Anita Wall which includes Young Carers awareness and identification. New staff are made aware of the CPOMS reporting system which includes a young carer tag, and the website self-referral form for parents and young carers.

Mandatory all-staff inset days have included a Young Carer session which is a regularly revisited theme.

A SEND section is included in daily Staff Briefings and weekly Whole-School Briefing documents, providing staff with ongoing general updates and reminders about young carers and school provision. Anita highlighted that these regular communications were important part of keeping young carers at the forefront of staff awareness.

Evidence

- Forum presentation used for staff awareness raising

- New Starters induction timetable



CRITERIA 4 – Information & Awareness

Organisation self-report

The whole school is delivered young carers forums to make sure they know what a young carer is and how to get support. There is also a display on the TV screen in reception and in the Autumn term this is being rolled out too all TV screens across the school.

The young carers champion is on the forum powerpoint. There is also a link to follow on the website for families. The young carers champion runs the weekly drop-in service, informs staff of changes etc, creates the forums/posters etc, deals with new referrals, makes sure all young carers have passes, advocates for young carers e.g. when they're challenged about attendance or being late. The young carers lead discusses any young carers of concern and new young carers in SLT and governor meetings, delivers training to new staff, delivers the forums and sends them round staff for them to deliver, approves objectives e.g. approval of the new policy, supports the young carers champion. New starters are asked if they are a young carer in their information pack. There is a form for students to fill in their information and there is a selection to tick whether a student is a young carer.

Staff are informed if a student is a young carer on the home screen of Arbor. Arbor is our registration area and when you type in a student a profile comes up.

There has previously been an action day poster around the school, but it had the date for March 2024. A new one will be displayed around the school for 16th March 2025. A plan will be put into place for the day nearer the time.

Top 10 tips were emailed to all staff.

There are forums (similar to assemblies and tutor time) based on young carers. These have been updated in September 2024 with new staff member and drop in details.

Forums are delivered in the hall to a whole year group and within classrooms all on the same date and time.

Young carers pupil voice survey (see appendices) handed out to all young carers with their trip letter on 01.10.2024.

Additional comments

There is bespoke information for young carers and their parents on the SEND section of the school website which includes a link and QR code to the Young Carer reporting form. There is also a link to an information sheet for parents which includes the Young Carers Notts service and link to their website. Anita Wall identified that although young carer support sits within the SEND Team, she did not feel this was the most appropriate space as she did not want young carers to perceive themselves as having an additional need. There is a plan to create a dedicated Young Carer space on the website by February Half-Term.

Young carer information is on the Staff Hub through the SEND tile. While Anita plans to separate young carers from SEND on the school website, she feels that this might not make sense internally as staff are aware of the support and referral pathways for young carers through SEND.



To raise awareness of young carers among pupils, information is displayed on TV screens across the school and the school has delivered a Young Carer themed assembly (Forum). Forums are timetabled and themes are repeated on a regular basis. Anita stressed the importance of young carer information being accurate and delivered in a way that ensures key messages are uniformly presented, and for this reason the assembly content and other information is managed through herself and the Carers Champion. She also wants to maintain the impact and impetus of Young Carer promotion, and feels the inclusion of a session within class PHSE lessons could potentially reduce the effectiveness of current messaging.

The focus of Young Carer messaging is shifted throughout the year to keep it fresh, for example in summer term they will look at what a young carer may need in terms of support going into summer holidays. Young Carers Action Day is seen a key opportunity for awareness-raising and Anita has plans to promote young carers during the lead up to, during, and after Young Carer Action Day itself.

Evidence

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|--|---|
| <ul style="list-style-type: none">• Young carers Forum presentation• Young Carers group slide (displayed on TV screen photo)• Staff Hub screenshot | <ul style="list-style-type: none">• YC Action Day poster• YC website information |
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CRITERIA 5 – Identification & Transition

Organisation self-report

All staff are made aware about the excel spreadsheet that contains names of students who need passes- the list of young carers is on here. Staff are shown how to find this at induction and on inset days. It is located on the staff hub which is the home page for all staff. Passes are given to every young carer (see appendices). These allow young carers to be 10 minutes late in the morning without consequence, to check their phone during the day, attend trips and where to go for support/ who to see.

The young carers champion is the assistant SENCO and the lead is the SENCO, so we will know if any young carers have any additional needs. This is also covered in the student new starter paperwork.

Young carers forums are delivered to the whole school, and this states who the young carers champion is and how and where to find them. This forum takes place in the first two weeks of school and every term thereafter. Within this forum it shows how students can tell us they're young carer/ report any concerns if they're already identified as a young carer. The "are you worried, need to talk?" comes up on the student's home screen on their login. When they click this link a Microsoft form appears for them to fill in. The safeguarding team pick these concerns up and if one is regarding a young carer then this is passed onto the young carers champion via email. The young carers passed onto the young carers champion via email. The young carers champion will then meet with the young person to gather information and see what support is needed and they will contact home as well to touch base and see what support can be offered to the family e.g. attendance, do they need help getting into school, any support in lesson etc. If parents want to make a referral they use the QR code in the young carers section of website (see appendices).

We have a newly appointed transition worker who works for the local council as well as the school. Before the summer she met with a child who was identified as a young carer and passed the information onto the young carers champion. Awareness of who the young carers champion works so well in the school that the transition worker knows who to contact.

We also have a newly appointed college transition lead who has been informed of the young carers. The young carers champion is due to attend training which will inform her of how the local support service can assist with the transition.

Young carers all have a pass that allows the following:

- Can be 10 minutes late to school
- Can check their phone throughout the day
- Can access relevant support, trips and activities during lesson time
- Some say they can leave early

Staff find out who is a young carer via a spreadsheet on the staff hub (see appendices) and it says it on their profile on Arbor (see appendices).



I have been in contact with the local college that our year 11 young carers wish to attend next academic year to see what support is in place for them. I received a reply and this is in the appendices.

Additional comments

There are ongoing opportunities to support young carer identification throughout the school journey, including transitions.

The Family Support Worker meets transitioning pupils' parents and gathers pupil information including behaviour, attendance, SEN, and young carer status through visits to local primary schools. New parents complete an application form and attend an enrolment meeting where individual circumstances can be discussed. The application form includes a tick box for young carers and an additional information box where they can provide more detail. It was discussed if families were provided with a clear definition/explanation of the term "young carer" which Anita picked up to review.

Information is shared with staff pre-entry in July and again at the start of the academic year, ensuring staff are aware of young carers within their classes and allowing early support implementation. New pupil information is added to individual student profiles on the school Arbor system which includes a Young Carer identifier. In-year entries include completion of the application form and a 1-1 admissions meeting, with information shared with staff in the same way.

Regular messaging through assemblies and TV screen information supports pupil self-identification, and encourages pupils to report any concerns they have about friends. A QR code on the TV screen, and Young Carer reporting form link and QR code on the school website provide easily accessible referral pathways.

Anita and Lisa man the school Late Room which can highlight pupils who have a pattern of lateness, and follow up conversations with individual pupils to understand their circumstances has supported young carer identification. However, there is an ethos of young carers being "everyone's business" within the school with SEND briefings and training supporting staff to recognise possible signs of caring. The Attendance Team in particular is seen as a key link, and will regularly reference young carers in family meetings where they identify patterns or signs of potential caring.

The school's Arbor and CPOMS systems allow young carer identification when information is shared with receiving schools for pupils moving to a different secondary provider. As Key Stage 4 Lead, Anita Wall will share information with onward transitioning pupils' destination provider, and young carers are provided with additional transition support through inclusion in the school's career package. The school works in partnership with Nottingham College to deliver its vocational programme which has a dedicated College Transition Lead to support pupils throughout the programme and as they transition.

Evidence

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|---|---|
| <ul style="list-style-type: none"> • YC Reporting Form link and QR code on website • New pupil application form • YC spreadsheet | <ul style="list-style-type: none"> • Student Profile screenshot YC identifier • Staff Hub Student Passes tile • CPOMS screenshot YC identifier |
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CRITERIA 6 – Support, Joint Working & Referrals

Organisation self-report

The school has a policy not allowing posters to be displayed around the school. However, we have multiple TV screens around the school and the slide about being a young carer and the drop-in day and location is displayed on all screens.

I have asked Tu Vida for some leaflets for the next time they come into the school (they meet with 2 young carers regularly at the moment). I have asked IT to generate a QR code that can be displayed on the TV screen. I anticipate this will be completed by October half term.

Students can declare they have a caring role though the student concerns form detailed in criteria 5. Students can click a link to fill in a Microsoft form. During young carers forums all students are shown through screenshots how they can tell us that they are a young carer. It also states who to come and talk to (Mrs Wall and currently Mrs Stanton).

Young carers all have a pass that allows the following:

- Can be 10 minutes late to school
- Can check their phone throughout the day and answer phone calls
- Can access relevant support, trips and activities during lesson time
- Some say they can leave early

Depending on the needs of the young carer depends what support is on offer. There is a young carer on a part time timetable as they do not start school until period 2 and all of the core subjects are not put in period 1. Extensions are given to young carers. I sent an email recently asking for homework extensions for a year 11 young carer. We have not come across someone needing home working options just yet.

We don't have support plans specifically for young carers. We have support plans if they have special educational needs and this would state that they are also a young carer on it (see appendices). There are no crisis plans, but if a young carer was in crisis then a Team Around the Family (TAF) would be created with the safeguarding lead and young carers lead in charge as members of SLT. They would then form a meeting with the family, young carers champion, other outside agencies e.g. Tu vida or MHST, CAMHS, anyone who supports the child in school e.g. counsellor and attendance. Then together a plan would be agreed with actions for the professionals to complete and support to be put in place. For example, getting the young carer to school, reduced timetables, home education.

It is very easy for staff to email and pass on concerns about a student. These are commonly done directly through email or through our safeguarding software CPOMS. These are picked up by the safeguarding team and then passed onto the young carers champion to pick up through assigning actions that need completing. There is an example of an



action on CPOMS in the appendices- this is alerted through my email. Appendix 27 is an example of an alert for a new young carer- also what it would look like for a current young carer. Appendix 28 is an example of the alert I get through to my email.

Additional comments

The school evidenced a robust and proactive approach to early identification and implementation of support, with a whole-family approach to provision. There are straightforward referral pathways for pupils and families through the Young Carer reporting form and staff have access to a Microsoft Form to refer potential young carers. Arbor and CPOMS ensure cross-school communication to record issues and concerns and track support implementation.

After initial contact with pupils and, where appropriate with families, a member of staff is allocated as key contact and pupils are issued a Young Carers pass. Class teachers are directly informed by email of identified young carers and all actions and adjustments are logged on the Arbor system. Staff have allocated time to go through each pupil profile and Anita updates pupil information every term, ensuring staff have accurate and up to date information of any young carer within their cohort.

All young carers have access to a universal support package which is identified on their Young Carer pass and includes late start/early leave provision, access to their phone, time out, and opportunities to participate in trips. They also have automatic access to the school counsellor and ELSA provision for emotional support, who will also make external referrals if more intensive emotional/MH support is needed as well as referrals to the young carers service. ELSA sits within Anita's remit so there is close and effective joined up working.

The Carers Champion offers confidential 1-1's immediately following the weekly Young Carers groups to ensure young carers are not left with any problems or concerns after the group session, for example if they do not want to discuss something in the group setting, or if something raised in the group upsets them. The Carers Champion can also pick up on signs that a young carer may be struggling in the group and follow up with them after the session. Young carers can contact the Carers Champion at any time through a variety of pathways, including directly at the Carers Group or popping into the office, or through email, written note or using the online form.

Beyond the universal provision for young carers, pupils are provided with more tailored support to meet their individual needs. Some of these may be small actions such as the Carers Lead calling home to check on the cared for to reassure the pupil, or reassure the family that the young carer is OK. Additional safeguards are in place through weekly Heads of Department meetings to look at individual students of concern, including their progress and attendance, and identify any further actions or support required. These feed into SEND RAG meetings, where individualised support can be put in place such as access to Education from Home resources, reduced timetables, homework extensions or additional time in tests/exams. This process has a four weekly review cycle, ensuring timely and responsive support implementation. An example was provided for a young carer with persistent absence which evidenced the individualised and whole-family approach to support, including a social care referral for the family, Attendance Officers picking them up in the morning, daily 1-1's to assess whether they were able to go into class, and access to the Re-Entry space where they could do schoolwork out of class, or just be on school grounds. This is monitored by the Attendance Team, providing a linked up system.



Evidence

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| <ul style="list-style-type: none"> • Carers Champion/teaching staff emails identifying YCs • Arbor pupil profile screenshot • Student Passes tile (Staff Hub) • YC testimonials • Staff testimonial | <ul style="list-style-type: none"> • Parent consent letter (YC trips) • YC pass example • CPOMS record of actions • CPOMS alert message • Need to Talk link screenshot (reporting concerns) |
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CRITERIA 7 – Partnerships & Networking

Organisation self-report

Tu Vida have been contacted to ask for an awareness session in school. This would involve a table at the front of the school, and they would have their information displayed to raise awareness of their service. There will be a QR code displayed that students can scan and follow. There will be leaflets from Tu Vida (when they come in) available for students who do not have a phone etc. I will, of course, attempt contact again this half term.

I made contact via email to Tu Vida to make sure they know who I am and I called them to pass on my details and ask for an awareness session, and to perhaps deliver some staff training- I am awaiting their response. It will be beneficial to build a partnership with Tu Vida because young carers need all the support they can get, which includes them getting support outside of school. Awareness sessions would also be beneficial so our young carers know what support is available and to the family as a whole.

At the moment Tu Vida call the school to arrange meeting rooms. I have been in contact with them so they contact me then I can arrange meeting rooms and escort the students they are seeing there and back. It's important I keep chasing contact as they're the main support service in the area.

Our family transition worker is in the same office as me and passes on my details to any new young carers coming into year 7- see appendices for an email from her. She is our main link to primary schools and when she visits primary schools she explains about the support in place for young carers even when she doesn't know if there are any in that school.



We have three members of staff that are newly appointed this year as our link leads with college. One is SLT and oversees students going out to college, careers advice and the transition to college. One runs college sessions in the school, and one goes out to colleges and helps students apply for college. She is aware of who our young carers are and she is the person who found out what support is available at college- see email in the appendices.

The local authority has responsibility for young carers in my school's area, but the charity that supports them is Tu Vida.

Once the website edits have been completed and the QR code for Tu Vida is created I will be asking for the latter to be on the young carers section of the website. I cannot do this until the edits are done because it is in a queue. The same person who edits the website also manages the school's social media. I want Tu Vida and a young carers post on facebook. I cannot create a post for evidence because they have to be standardised by our social media manager.

We haven't had any multi-agency meetings for a young carer before. I know that an early help referral will be made for a family in crisis and social care can be involved and safeguarding can bring families up at MASH meetings- these are monthly.

Additional comments

Lisa and Anita will be part of any external meetings involving young carers, including safeguarding meetings.

The school has established a link with Tuvida Young Carers Notts service and will facilitate them coming into school for young carers assessments and 1-1 meetings. Anita highlighted that these meetings would be prioritised over lesson time, acknowledging the high importance she placed on ensuring young carers have access to external support.

The wider school community is supported in providing additional opportunities to young carers, and currently the librarian is working with Tuvida to deliver a Creative Writing project. He stated "I have attended the poetry launch event of the previous TuVida project and seen first-hand the positive impact it has had on the young carers involved, and I am excited to bring this project to The Bulwell Academy ... I have felt supported and encouraged to bring this project into The Bulwell Academy, and am confident that the poet Jim will be able to build on the self-confidence and self-expression of our young carers."

Evidence

- Email – introducing Carers Champion to TuVida and inviting to link work
- Testimonial from Joel Hunt, librarian

- External Agency testimonial (LA Family Support Worker)



CRITERIA 8 – Data Collection & Monitoring

Organisation self-report

The young carers spreadsheet is updated by myself. This is the spreadsheet that can be accessed through the staff home page and contains a tab stating young carers. A report can also be run in arbor to display the total amount of young carers enrolled in school.

As previously mentioned there will be a tracker to monitor achievement. I can monitor their attendance by running a report through Arbor- as Arbor is where our attendance is recorded- see appendices.

There is a spreadsheet that I update so I know what external agencies our young carers have been referred to and what agencies they are currently working with.

I can run reports on Arbor against any demographic and category e.g. young care and free school meals, young carer and SEN. In out school our young carers that are also SEN experience the most difficulties as they then have two barriers.

I have given out a student voice survey and this is in the appendices- I am due to collect these soon.

Additional comments

The Arbor system allows reports to be created with young carer data extracted and allowing comparison across different criteria. Anita Wall runs termly report and checks with Heads of Year for updates to ensure all identified young carers are included and there is no missing data. Reports can be linked to the Pastoral RAG document as a live link to ensure that RAG meetings have access to the most up-to-date information. Engagement and involvement at all levels is supported through reporting to SLT and Governors as part of ongoing reporting cycles, and young carer data is shared with wider staff.

A Young Carer survey was sent out to all identified young carers in February 2024, which had a 75% response rate. The majority of young carers responded positively to questions asking about their experience of trips and activities, if they knew who to speak to in school for support, and also whether they felt they could be open with friends about their caring role. Using Microsoft Forms for the survey allows Anita Wall to identify individual pupil's responses, and she will follow up with those who gave negative responses to help inform developments and identify if they need any additional support. The survey is due to be repeated to provide comparison data to see if young carers experience in school has changed.

Evidence

- Student Voice (YCs) survey results

- Arbor YC data extraction screenshot