

DUDLEY YOUNG CARERS

Young Carers Information Pack



DUDLEY YOUNG CARERS

Welcome – and thank you for taking this important step.

On behalf of everyone at Dudley Young Carers, we are truly delighted to welcome your school to this Carer Friendly Schools journey.

Across Dudley, there are hundreds of children and young people who provide care for a parent, sibling, or other relative living with an illness, disability, mental health condition, or substance misuse. These Young Carers often balance immense responsibilities at home with the demands of school life – and too often, they go unnoticed.

This pack has been created to help your school better identify, understand and support the Young Carers in your care. Inside, you'll find practical guidance, awareness materials, templates and advice tailored specifically for school staff. By working through this pack, your school can begin to embed simple, meaningful changes that make a lasting difference in a Young Carer's life.

Why take part?

By engaging with this pack, your school will:

- Become more inclusive and aware of hidden needs
- Improve attendance, attainment, and wellbeing for Young Carers
- Strengthen staff confidence and consistency in offering support
- Join a growing network of Carer Friendly Schools across Dudley

What do we need from you?

Your first step is to identify a Young Carers Champion – a member of staff who will lead on Young Carer support, act as a point of contact, and work with our team to embed best practice.

We are here to support your Champion with:

- Ongoing advice and partnership
- Free training, resources and awareness materials
- Support with creating a Young Carers Policy

Thank you once again for your commitment. Together, we can make sure no Young Carer in Dudley feels invisible, and that every school is a place of safety, support, and opportunity.

We look forward to working alongside you.

Dudley Young Carers Team



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UNDERSTANDING YOUNG CARERS

Who is a Young Carer?

A Young Carer is someone aged between 5 and 17 years old who helps care for a family member. This family member could be a sibling, parent, grandparent or anyone else that resides within the family home.

These family members may have a learning disability, mental health issues, misuse substances, have a disability or be terminally ill, whatever the struggle may be, if there is a child helping out in that situation, they are a Young Carer.

Nature of Responsibilities

Young Carers often take on a wide range of practical and emotional responsibilities at home due to their caring role. On a typical day, a Young Carer may help with several tasks that are above and beyond the average child.

The support provided by Young Carers is vital to the wellbeing of their families, yet it can place considerable pressure on their own emotional and physical health.

Emotional	Personal	Financial	Domestic	Physical	Communication	Health
Spending time talking/ listening to the 'cared for'.	Help the 'cared for' get dressed or undressed.	Assist with shopping trips and handling cash safely.	Help with the cooking, preparing meals or snacks.	Supporting the 'cared for' in and out of bed.	Writing messages/ letters when needed.	Reminding the 'cared for' to take prescribed medicine.
Offer comfort and reassurance in stressful or upsetting situations.	Support them with washing, bathing, brushing hair/ teeth etc.	Remind the 'cared for' to pay bills or manage their money.	Household chores such as cleaning, washing and laundry etc.	Fetching items or equipment when needed.	Translating or interpreting English if the 'cared for' is deaf or English is not their first language.	Booking health appointments for siblings/ cared for.
Help them feel included and encourage them to take part in enjoyable activities.	Assist with toileting.	Accompany them to collect their benefits or pensions.	Unpacking groceries, putting things away.	Accompany them on short walks or appointments.	Help them to communicate during appointment, ensuring their voice is heard.	Accompanying to any appointments.
Stay calm and positive.	Encourage them to be independent where possible.	Support by opening bank letters.	Keeping the home tidy/safe from trips and falls.	Lifting or carrying someone in/ out of a wheelchair.		Encourage a healthy routine – eating, sleeping etc.

Impact of being a Young Carer

Being a Young Carer can have a significant impact on a young person's health, education and emotional wellbeing. Many experience stress and isolation, some examples are listed below. Without the right support, caring responsibilities can affect their confidence, future opportunities and overall quality of life, which is why it is so important to identify these children as soon as possible.

Physical Health - Lack of sleep, poor hygiene, poor diet

Emotional Health - Stress, worry, anxiety, tiredness, isolation

Unstable Living Environment - Losing income and housing, watching a family member deteriorate, never knowing what is going to happen.

Education - Poor attendance, lateness, incomplete homework, lack of concentration.



IDENTIFYING YOUNG CARERS

Importance of identifying Young Carers

Many Young Carers do not want to self-identify or disclose their situation for a number of reasons. There could be a fear of stigma, being treated differently, worried about social services involvement or simply not realising they are a Young Carer.

Schools play a vital role in spotting the signs, asking the right questions and creating an environment where Young Carers feel safe and supported enough to come forward. With the right approach, schools can help these Young Carers stay engaged in learning and improve their emotional wellbeing.

How to identify Young Carers

Attendance & Punctuality

- Frequently late or missing school without clear reason
- Often absent on the same day(s) of the week
- Poor or irregular attendance, especially after weekends or holidays

Behaviour & Mood

- Tired, withdrawn, anxious, or distracted in class
- Appears mature beyond their years or overly responsible
- Shows signs of stress, frustration, or mood swings
- Displays low self-esteem or reluctance to engage with peers

Conversation Clues

- Mention caring responsibilities without realising they're unusual.
- Refer to a family member who's often unwell, disabled, or struggles with mental health or addiction.
- Talk about adult-like tasks.
- Be reluctant to discuss home life, fearing judgment or unwanted involvement.

Academic Performance

- Underachieving despite evident ability
- Missing deadlines or incomplete homework
- Avoids joining extracurricular activities or school trips

Physical Appearance

- Frequently unkempt or wearing the same clothes
- Poor personal hygiene
- Carrying responsibilities or worries that impact self-care

Family Circumstances (what pupils share or staff observe)

- Mentions looking after a parent/sibling
- Describes doing household tasks, cooking, or giving medicine
- Talks about someone at home being unwell, "not coping," or needing help
- Parents miss meetings or are hard to contact
- No adult drops off/collects them when other pupils are accompanied

Many Young Carers won't openly say they are caring, they may simply say they are "busy" or "tired" or "worried about home".

SCHOOL SUPPORT

Supporting Young Carers isn't just about individual pupils — it's about creating a Carer-Friendly School culture. When schools recognise and champion Young Carers, they promote empathy, inclusion and wellbeing across the whole community. Working with local services like Dudley Young Carers also connects families to wider help and guidance.

Young Carers Group – Build Connection and Confidence

Running a Young Carers Group on a weekly or termly basis — or as often as your school can manage — provides an invaluable safe space for pupils to come together. These groups offer time for Young Carers to talk, relax and take part in wellbeing activities, either during lunchtime or after school. Sessions might include creative projects, games, mindfulness activities or simply a friendly chat. They also create an opportunity to check in on how pupils are coping academically and emotionally, in a supportive and understanding environment.

Awareness Days – Take Part in Young Carers Action Day

Young Carers Action Day, taking place on Wednesday 11th March 2026, is a national event led by Carers Trust that celebrates the achievements of Young Carers and highlights the challenges they face. Schools can take part by organising creative awareness activities, such as art projects, assemblies, or social media campaigns. It's also a chance to involve the wider school community — from teachers and parents to local services — in recognising the vital role Young Carers play. Participating in awareness days helps to create a culture of inclusion, understanding and respect. It strengthens relationships with families and local support organisations, such as Dudley Young Carers, and demonstrates your school's commitment to recognising and supporting all pupils. By celebrating Young Carers publicly, you send a clear message that their contributions are valued and that your school is a safe, caring place for them to thrive.

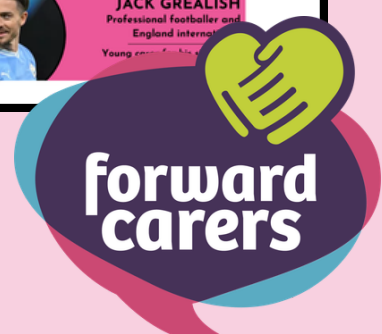
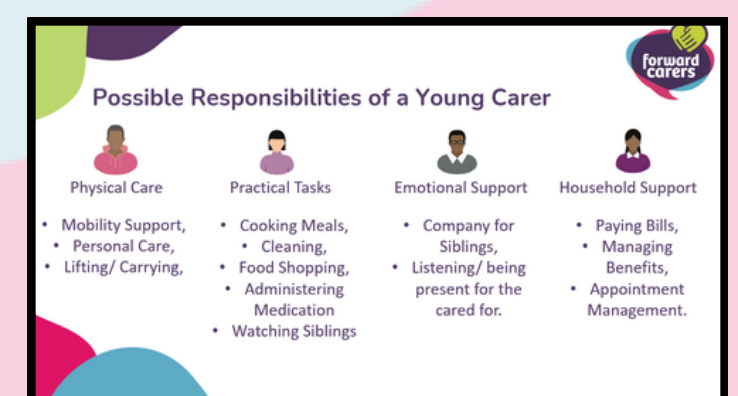
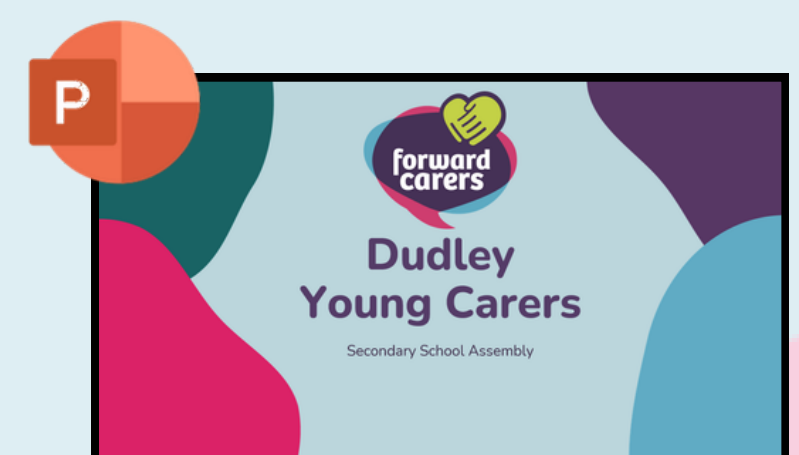
Assemblies – Raise Awareness and Celebrate Young Carers

Holding an assembly once a year, such as during Young Carers Action Day or Carers Week, is a powerful way to raise awareness across your school. Assemblies can highlight who Young Carers are and the amazing roles they play within their families. You might choose to include pupil-led presentations, short videos or personal stories to make it relatable and meaningful. This is also an opportunity to let pupils know that support is available and how they can speak to you in confidence if they think they might be a Young Carer.

Assemblies help build understanding and empathy among pupils and staff, encouraging others to recognise and support their peers. They also enable some children to identify themselves as Young Carers, helping them to access the support they need. Above all, assemblies celebrate the strength, care and resilience shown by Young Carers, helping to reduce stigma and promote pride in their roles.

Session Name	Theme & Duration	Session Plan
Managing Stress	Taking a Breather Duration: 20 minutes	<ol style="list-style-type: none"> Welcome & Check-In (5 mins) Start by asking each pupil to share one word that describes their week so far. Encourage calm and honesty — reassure them that this is a safe space where they can talk or just listen. Main Activity – "Five Finger Breathing" (10 mins) Ask everyone to hold up one hand. As they slowly trace their finger up and down each finger on the other hand, breathe in as they go up and out as they go down. Repeat for both hands. Then, on a small piece of paper, pupils can write one calming activity they enjoy (listening to music, drawing, walking, etc.) and keep it in their planner. Purpose: Introduces a quick stress-management technique that pupils can use anywhere, anytime. Reflection & Close (5 mins) Ask: "What's one thing you'll do this week to help yourself feel calmer?" Thank everyone and remind them that even small moments of calm matter.
Friendship & Support	You're Not Alone Duration: 20 minutes	<ol style="list-style-type: none"> Welcome & Check-In (5 mins) Go around the group asking each pupil to name someone or something that made them smile recently. Main Activity – "Circle of Support" (10 mins) Give each pupil a blank sheet with a circle drawn in the middle. Write their name in the centre, in the surrounding space, write or draw people who help them — family, friends, teachers, pets, etc. Encourage them to notice how many sources of support they have. If time allows, ask them to share one example. Purpose: Helps pupils recognise their personal support network and realise they're not alone in their caring role. Reflection & Close (5 mins) Ask: "What could you do this week to show kindness or ask for help when you need it?" End with a positive comment for each pupil, reinforcing belonging and trust.
My Hopes for the Future	Dream Big! Duration: 20 minutes	<ol style="list-style-type: none"> Welcome & Check-In (5 mins) Invite pupils to share one thing they've enjoyed doing recently, either at home or school. Main Activity – "Future Me" Postcards (10 mins) Give each pupil a blank postcard or small piece of paper. Ask them to write or draw something they're proud of right now, one goal or dream for the future, and a message of encouragement to their "future self". They can keep the card as motivation or you can return it to them later in the term. Purpose: Encourages self-esteem, ambition, and reflection — helping Young Carers focus on their strengths and aspirations. Reflection & Close (5 mins) Ask: "What's one small step you can take towards your goal?" End with a short message of affirmation for each pupil.

Included in the Resource Pack



DISCUSSING SUPPORT

Talking with Young Carers

When talking with a Young Carer, the most important thing a Champion can do is to listen with empathy and without judgement. Begin conversations informally, perhaps during a break or quiet moment, to help the pupil feel comfortable. It's helpful to start by showing interest in their wellbeing and daily life, gently exploring what things are like for them at home. Some Young Carers may not realise they are in a caring role, so take care to explain that "caring" can mean many things — from helping a parent with medication or chores, to looking after a sibling or offering emotional support.

Once a sense of trust is built, Champions can begin to explore how caring affects the pupil's school life. This might include talking about how they manage homework, attendance or friendships, and whether they feel tired, worried or distracted at times. Keep the focus on understanding rather than assessing; the aim is to let the pupil feel heard and supported.

It's also important to highlight the strengths they've developed through caring — such as empathy, maturity, and problem-solving. Acknowledging these helps build confidence and self-esteem. From there, the Champion can gently discuss what kind of help might make school life easier, such as having a safe space to take a break, flexible deadlines, or joining the Young Carers Group.

Before ending the conversation, thank the pupil for their honesty and reassure them that their situation will be treated with respect and care. Agree how and when you'll check in again, and signpost them to available support, such as the school's Young Carers noticeboard or the Dudley Young Carers service. The key is to make sure they leave the conversation feeling understood, valued and not alone.

Talking with Parents or Guardians

Conversations with parents or guardians should be approached with sensitivity, as some families may feel anxious about their situation being discussed. Champions can begin by expressing understanding that caring is part of normal family life, and that the school's goal is to support both the child and the family, not to judge or interfere. Framing the conversation around the child's wellbeing and education — for example, how they're coping with schoolwork or attendance — can help open a constructive dialogue.

It can be useful to explore whether the family is aware of the support available through Dudley Young Carers. Many parents welcome the idea of extra help, but some may be hesitant, so it's important to offer reassurance that any referral is confidential and designed to strengthen, not replace, family support. Champions can also suggest small, practical adjustments within school — for example, allowing homework extensions, arranging quiet time, or offering pastoral check-ins.

Always aim to end on a positive note, recognising the child's contribution to the family and the school's shared commitment to their wellbeing. Summarise any agreed actions clearly and provide written information about next steps or support services. Above all, a calm, compassionate and collaborative approach will help families feel respected and reassured.



SENSITIVE WORDING FOR YC

General Opening Questions

- “How are things at home for you at the moment?”
- “Is there anyone at home who needs extra help or support?”
- “What’s it like for you outside of school?”
- “Who do you live with, and what sort of things do you help with at home?”

These questions allow pupils to begin sharing in their own words, without assuming anything about their situation.

Exploring Responsibilities

- “Do you help to look after anyone at home?”
- “What sorts of things do you do to help your family?”
- “Are there times when you’re the one making sure things get done?”
- “Do you ever help with things like shopping, cooking, or giving medicine?”
- “Do you sometimes worry about someone in your family when you’re at school?”

These questions gently explore practical and emotional responsibilities, while reinforcing that helping is nothing to be ashamed of.

Routines and Impact

- “What’s your morning like before you get to school?”
- “Do you find it hard to get homework done at home?”
- “Do you ever miss out on seeing friends or joining clubs because of things you need to do at home?”
- “Do you ever feel tired, distracted or worried when you’re in school?”

These questions help staff understand how the pupil’s home life may affect their education, wellbeing, and social development.

Emotional Wellbeing

- “How do you feel most days – do you ever feel stressed or overwhelmed?”
- “Is there someone you talk to when you’re feeling worried or upset?”
- “Do you ever feel like you have a lot on your shoulders?”

These questions allow the pupil to talk about their emotional load without being pressured to name their caring role.

Finishing Supportively

- “Would it help to talk to someone about what you do at home?”
- “There’s a service for Young Carers in Dudley, would you like to hear more about it?”
- “You’re doing an amazing job. You deserve support too – would it be OK if we talked to someone who can help?”

Always end the conversation with reassurance, a reminder that the pupil is not in trouble, and a clear explanation of what the next steps might be.



OFSTED AND YOUNG CARERS

New Ofsted Framework: How schools and colleges can support Young Carers



New Ofsted Framework: How schools and colleges can support Young Carers

Ofsted's 2025 Education Inspection Framework (EIF) brings a renewed focus on supporting young carers in schools, colleges and teacher training providers. The updated inspection toolkits now include young carers as an important measure of a school's commitment to inclusion, safeguarding and personal development.

Starting this academic year, inspectors will now look for evidence that schools recognise young carers, adapt support to meet their circumstances and ensure they are able to attend regularly, succeed in their studying and engage fully with school life. The guidance makes clear that supporting young carers is not just a requirement for settings wishing to meet strong standard or exceptional. References to young carers are listed within "Expected standard".

This acknowledges both the growing needs of young carers and schools' legal duties under existing policies such as Keeping Children Safe in Education and the Children and Families Act 2014. Supporting young carers works best when it is part of everyday school life and a whole-school approach to inclusion. The five steps below provide a practical starting point for meeting Ofsted's expectations.

For more detail, the tables on the following pages break down what inspectors are looking for and suggest clear actions you can take, based on statutory guidance and best practice - including from the [Young Carers in Schools](#) programme.

- [Maintained schools and academies](#)¹
- [Non-association independent schools](#)²
- [Further education and skills](#)³
- [Initial teacher education \(ITE\) inspection](#)⁴

¹ <https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information>

² <https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

³ <https://www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information>

⁴ <https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-toolkit-operating-guide-and-framework>

Your school's 5-Step Guide to Supporting Young Carers

Identify a Young Carers Lead

- ✓ Appoint a member of staff as Young Carer Lead/Champion to coordinate support for young carers across the school
- ✓ Ensure they have dedicated time, access to training and Senior Leadership Support

Raise awareness across the school

- ✓ Use assemblies, PSHE lessons, and parent/guardian communications to raise awareness ([see YCiS website for templates](#))
- ✓ Train all staff (teaching and non-teaching) to identify signs of caring responsibilities

Identify Young Carers

- ✓ Add questions about caring responsibilities to enrolment forms and data collection
- ✓ Create safe opportunities for pupils/families to share information

Record and Monitor

- ✓ Use your MIS to flag young carers ([see MYTIME's Guide](#))
- ✓ Monitor attendance and attainment
- ✓ Use the data to implement early support and intervention, such as mentoring or referral to local young carers services

Provide Flexible Support

- ✓ Offer lunchtime clubs and trips, and mentoring schemes tailored to their needs
- ✓ Include young carers in wellbeing programmes and provide access to counselling or peer support
- ✓ Extend homework deadlines or provide academic support (during the school day) for pupils affected by their caring role
- ✓ Offer lunchtime homework support or detentions to avoid conflict with caring duties
- ✓ Liaise with external agencies (local carers service/local authority) to coordinate support

Table 1: State-funded school inspection toolkit & non-association independent school inspection toolkit

Area	Inspection Requirements	Suggested Actions
Attendance and Behaviour Page 35	<p>"This evaluation area considers... the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers."</p>	<ul style="list-style-type: none"> • Assign a Young Carers Lead to co-ordinate support and ensure young carers are recognised in behaviour and attendance policies. • Train all staff to identify signs of caring responsibilities. • Embed young carers into pastoral systems and ensure they are included in behaviour monitoring and support plans. • Promote a school-wide ethos, using assemblies and PSHE to raise awareness.
Attendance Page 37/38	<p>"In gathering evidence about attendance, inspectors consider the extent to which ... pupils attend well, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers ... Leaders and staff pay close attention to the needs of the groups of pupils listed above, so that they attend regularly and come to school on time."</p>	<ul style="list-style-type: none"> • Add a question about caring responsibilities to admission and data collection forms. • Flag identified young carers in the MIS and monitor their attendance regularly in line with approach with other pupils facing barriers to learning. • Use attendance data to trigger early support, such as academic support or referral to local young carers services.
Behaviour, including bullying Page 38/39	<p>"In gathering evidence about behaviour, including bullying, inspectors consider the extent to which ... leaders recognise that bullying takes various forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, sex, sexual orientation, gender reassignment, SEND, or because a pupil is adopted, in care or has caring responsibilities; it might be motivated by actual differences between pupils, or perceived differences."</p>	<ul style="list-style-type: none"> • Include caring responsibilities in anti-bullying policies and staff training. • Raise awareness through PSHE and assemblies to reduce stigma. • Monitor incidents and ensure swift, supportive responses. • Provide safe spaces and peer support for young carers.

<p>Grading Attendance and Behaviour Page 41/42</p>	<p>"Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted."</p>	<ul style="list-style-type: none"> • Extend homework deadlines or provide catch-up sessions (during the school day) for pupils affected by their caring role. • Offer lunchtime detentions to avoid conflict with caring duties. • Document all adjustments and ensure they are reviewed regularly for effectiveness.
<p>Inclusive personal development and well-being P49/P50</p>	<p>"In gathering evidence about inclusive personal development and well-being, including pupils' SMSC development, inspectors consider the extent to which: all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities."</p>	<ul style="list-style-type: none"> • Audit participation in development activities and identify gaps for young carers. • Offer lunchtime clubs, trips, and mentoring schemes tailored to their needs. • Include young carers in wellbeing programmes and provide access to counselling or peer support. • Ensure careers guidance and support is personalised and includes information on support available in further education or employment.
<p>Grading personal development and well-being Page 51/52</p>	<p>"The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them."</p>	<ul style="list-style-type: none"> • Maintain a register of identified young carers and track their involvement in extracurriculars. • Use surveys or forums to gather feedback and adapt provision accordingly. • Create anonymised case studies to demonstrate impact and share good practice. • Include young carers in pupil premium strategy and report outcomes to governors.

Table 2: Guidance: Inspection information for state-funded schools⁵

Ofsted’s [updated guidance](#), applicable from November 2025, provides information for a general audience about the inspection process. Included in this is an expectation that schools will have specific information available for inspectors by 8am on the first day of inspection. This may include records about behaviour and attendance of young carers – see table below.

Area	Inspection Requirements	Suggested Actions
Documents that schools must provide	<p>“Schools must make the following information available to inspectors by 8am on the first day of the inspection:</p> <p>records and analysis about behaviour and attendance, including:</p> <p>inclusion information for case sampling, including: a list of disadvantaged pupils, those with SEND, those known (or previously known) to children’s social care and those who face other barriers to their learning and/or well-being, for example, young carers”</p>	<ul style="list-style-type: none"> • Train staff to identify young carers • Record young carers on school MIS • Monitor attendance and progress

Table 3: Further education and skills inspection toolkit

Area	Inspection Requirements	Suggested Actions
Participation and development (provision-type level) Page 49	<p>“This evaluation area considers ... How leaders ensure that learners and apprentices are supported to attend and participate well in their studies, including those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, such as young carers and those without level 2 English and/or</p>	<ul style="list-style-type: none"> • Identify young carers during enrolment and flag them in learner records. • Monitor attendance and engagement weekly and intervene early if issues arise. • Offer flexible timetables, remote access, and pastoral support tailored to caring responsibilities. • Liaise with external agencies (local carers service/local

⁵ <https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information/inspection-information-for-state-funded-schools-for-use-from-november-2025>

mathematics; this includes support for those at risk of becoming NEET.”

authority) to coordinate support and prevent young carers from becoming NEET.

Learners’ and apprentices’ preparation for their next steps
Page 52

“In gathering evidence about learners’ and apprentices’ preparation for their next steps, inspectors evaluate the extent to which ... learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, such as **young carers** and those without level 2 English and/or mathematics, are supported to explore and plan for progression from their current role or course, including through the use of work-based mentors, where relevant, and they feel confident and well prepared to take their next steps.”

- Provide one-to-one careers guidance for young carers.
- Offer workshops on rights, financial support, and transition planning.
- Ensure young carers are aware of bursaries, UCAS flags, and employer support schemes.

Inclusive participation and development
Page 53

“In gathering evidence about inclusive participation and development, inspectors evaluate the extent to which ... learners and apprentices benefit, where relevant, from high-quality professional learning and expertise opportunities, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, such as **young carers** and those without level 2 English and/or mathematics.”

- Audit participation in professional learning and development activities.
- Offer online or flexible access to sessions and subsidise costs where needed.
- Create peer support groups and involve young carers in planning activities.
- Train staff to understand and respond to the needs of young carers across all provision types.

Grading participation and development
Page 55

“Leaders identify the reasons why certain learners and apprentices do not attend or participate regularly, particularly those who are disadvantaged, **young carers** and those groups listed above. Leaders’ actions support learners and

- Analyse attendance and participation data for young carers and identify barriers.
- Conduct young carer voice activities to understand their experiences and needs.
- Implement personalised re-engagement plans, including

apprentices to re-engage with their studies.”

mentoring and wellbeing support.

- Track improvements and report outcomes to leadership and inspection teams.

Table 4: Initial teacher education inspection toolkit

Area	Inspection Requirements	Suggested Actions
Inclusion Page 3	“It is also important that trainees are confident and competent to meet the needs of all pupils and learners, including those who are disadvantaged, those with SEND, those known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, such as young carers . This aspect of inclusion is considered in the curriculum, teaching and training evaluation area.”	<ul style="list-style-type: none"> • Embed young carers into any inclusion training by using case studies and scenarios that reflect their lived experiences. • Ensure trainees understand the impact of caring responsibilities on attendance, concentration, and wellbeing. • Provide guidance on how to identify young carers and respond appropriately, including referral pathways and safeguarding considerations. • Include young carers in discussions about disadvantage and vulnerability.
Design of the ITE Curriculum Page 9	“In gathering evidence about the design of the ITE curriculum, inspectors consider the extent to which the ITE curriculum ... prepares trainees to teach pupils and learners with a broad range of needs and backgrounds, including those who are disadvantaged, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, such as young carers .”	<ul style="list-style-type: none"> • Integrate content on young carers into curriculum modules on diversity, safeguarding, and pupil wellbeing. • Include statutory guidance such as the Children and Families Act 2014 and Keeping Children Safe in Education in curriculum design. • Ensure trainees learn about the educational barriers young carers face and how to mitigate these through inclusive planning.

Inclusion in the ITE curriculum and teaching
Page 10

"In gathering evidence about inclusive practice, inspectors consider the extent to which ... trainees learn how to adapt their teaching to meet the needs of pupils and learners who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as **young carers.**"

- Invite guest speakers or use video testimony from young carers and local young carers service to bring real-world context into training.
- Train trainees to adapt lesson plans and classroom routines to accommodate young carers' needs, such as flexible deadlines or quiet spaces.
- Use role-play and reflective exercises to help trainees practise responding to disclosures or signs of caring responsibilities.
- Provide tools for assessing pupil needs holistically, including consideration of home responsibilities.
- Encourage trainees to build positive relationships with pupils and create safe environments for young carers to seek support.

Grading curriculum, teaching and training
Page 11

"The ITE curriculum teaches trainees to meet the needs of all pupils and learners, including those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers. Trainees learn about the roles of key professionals within their phase, how to identify barriers to learning, and how to adapt their teaching to meet pupils' and learners' needs."

- Ensure the curriculum explicitly teaches trainees how to identify barriers to learning for young carers and respond with appropriate strategies.
- Include training on the roles of professionals such as pastoral leads, young carers service coordinators, and safeguarding officers.
- Assess trainees' understanding of inclusive practice through assignments or observations that include young carers as a focus group.
- Provide opportunities for trainees to reflect on how their teaching can support young carers to thrive academically and emotionally.

DUDLEY YOUNG CARERS

Dudley Young Carers supports children and young people aged 5–18 who help to care for a family member with an illness, disability, mental health condition, or addiction. Many Young Carers take on responsibilities beyond their years — helping with household tasks, supporting siblings, or providing emotional care for parents or relatives. Our service exists to make sure these young people are recognised, supported and given the chance to enjoy their own childhood.

We work closely with schools, families, and local organisations to identify Young Carers early and ensure they have access to the right help. All support is completely free and tailored to the individual's needs, helping both the Young Carer and their family thrive.

What We Offer

- In-person and online youth clubs:

We run friendly, welcoming youth clubs both face-to-face and online. These sessions give Young Carers time to relax, socialise and take a break from their caring responsibilities. Activities include games, creative projects, wellbeing discussions, and opportunities to meet others who understand what it's like to be a Young Carer.

- Trips and activities:

We organise regular day trips, outings and special events during school holidays, giving Young Carers a chance to have fun and make positive memories. We also receive free tickets to local attractions, events and performances, which we share with our Young Carers and their families whenever possible.

- Information, advice and signposting:

Our team can connect families to relevant local agencies and services for extra support, including wellbeing resources, financial guidance, or help for the parent being cared for. We make sure families know where to turn if they need advice or practical help.

- Support in schools:

We work closely with school staff and Young Carers Champions to help schools become more Carer-friendly. This includes staff training, awareness assemblies and tailored advice on supporting individual pupils.

- Private parent WhatsApp group:

Parents and guardians can join our private WhatsApp group, where we share updates about youth clubs, trips, events and new opportunities for Young Carers. The group helps families stay connected and ensures they never miss out on upcoming activities or offers of free tickets.

Please note: while the group is private and managed by our team, if parents reply to a message, their phone number will be visible to other members



Example WhatsApp-
Group Posters



REFERRAL INFORMATION

Qualifying Children

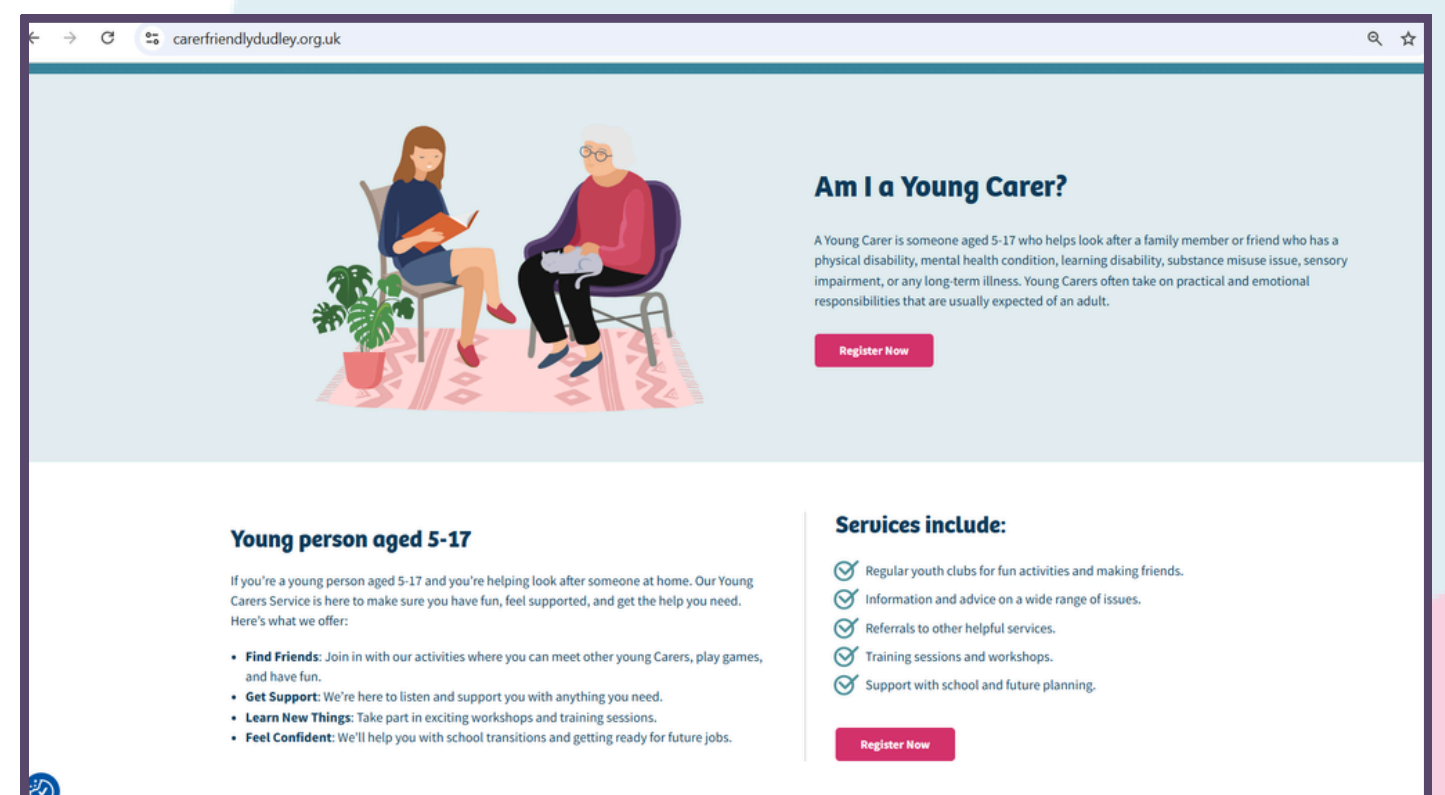
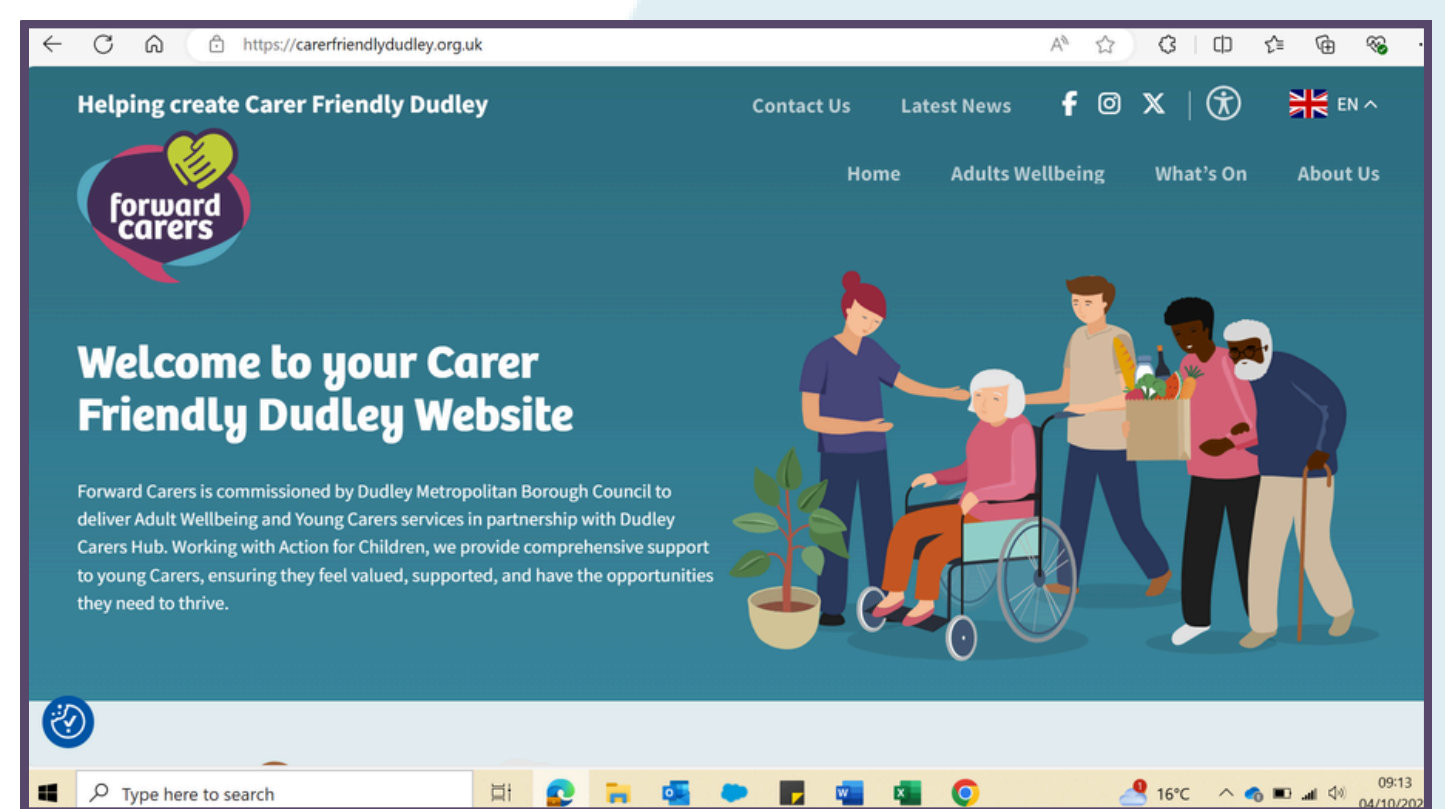
- When referring a child into the DYC Service please ensure that they live in the Dudley borough and have a Dudley Postcode. If they attend a Dudley School but do not live in the Dudley borough, their application may get denied.
- The Young Carer must be at least 5 years old when the referral is written, and cannot be over 18 years old.
- The child must have a caring role within the family home, whether this be emotional support, looking after siblings or having extra responsibilities around the home, such as getting a grocery shop in or paying bills etc.

Referral Process

- Highlight the service to a family and see whether they would be interested in registering.
- Complete a referral using the website www.carerfriendlydudley.org.uk
- Family will be added to a Whatsapp Group and invited to all activities and events.
- Once we have received the referral, a DYC team member will be in touch with the family, normally within 10 working days.

Top tips when filling out the Referral

- Please make sure that you gain consent from the parent before referring into the DYC Service.
- Include as much information in the referral as possible. Including any special needs or learning difficulties the Young Carer has.

A screenshot of the 'Dudley Young Carer Registration Form'. The form is titled 'Dudley Young Carer Registration Form' and has a page indicator 'Page: 1 2 3 4 5'. The 'Personal Information' section includes fields for 'First Name *', 'Last Name *', 'My Date of Birth *', and 'Gender *'. The 'Address' section includes fields for 'Address *', 'City/Town', 'County', and 'Post Code *'. There is a 'Contacting you' section at the bottom. The 'forward carers' logo is in the bottom right corner.

HAF REGISTRATION

HAF (Holiday Activities and Food)

The Holiday Activities and Food (HAF) Programme is a Department for Education (DfE) funded programme that offers free holiday club places to eligible children and young people.

Dudley Young Carers is fortunate to partner with HAF and our Young Carers are able to register, due to being a vulnerable group.

How The Parents Can Register

1) Go to the booking site
<https://register.bookinglab.co.uk/dudley/37001/register>

2) Fill in their details under 'Parent/Carer' details then complete one form for each child you are adding to the system, use the 'add another child' button to add up to 5 children.

If the family do not qualify for FSM, they will need to select 'No' and enter the following information.

3) After signing up, the child/ren's eligibility will be checked.

4) The family will receive an email from Dudley Council once their HAF eligibility has been confirmed.

OR

If the child's HAF eligibility cannot be verified, the family will need to contact HAF on enquiries@hafdudley.co.uk and say that they are registered with Dudley Young Carers.



Dudley Young Carers
SUMMER PROGRAM OF ACTIVITIES 2025!

There will also be another trip to **Dudley Canal** Details on this one, to be confirmed!

WEEK ONE
Summer Party and Disco
(Stourbridge Area - 21/7/25 - 6pm till 8pm)
Schools out so get ready to party!! Join us for a fun filled night with music, games and dancing. Whether you want to show off your dance moves, get creative with summer crafts or tuck into some tasty treats, there is something for everyone!

Dudley Zoo Trip
(Dudley Area - 24/7/25 - 10.30am - Family Trip)
Get ready to step into the wild with a fantastic trip to Dudley Zoo! From riding the train, to spotting all the animals, this is a trip the whole family will enjoy! So pack you explorers hat and join us for a day full of adventure and unforgettable memories!

WEEK THREE
Chilly Kiddys Trip
(Stourbridge Area - 6/8/25 - 6.30pm till 8pm - Under 10s only)
Join us for a super fun soft play adventure, from diving into ball pits, racing through tunnels and bouncing around with other Young Carers, this is the perfect chance to let out some energy, run around and make some new friends!

Gaming Bus & Inflatables Day
(Stourbridge Area - 8/8/25 - 10am till 2pm)
After a super popular gamers day last Summer, we are bringing it back! So come along and challenge other Young Carers on the latest consoles, with the newest games! Whether you a gaming pro or just a beginner, you will have an amazing time!

Throughout the Summer we will also be running lots of competitions for FREE tickets and Prizes!

There will also be a crafty day at the Brett Young Carers Hub, but date and time TBC

WEEK FIVE
Cannon Raceway - Go-Karting and Laser Tag
(Coseley Area - 20/8/25 - 11am - Over 11s only)
An exciting trip for our older Young Carers! Zoom around the track, then suit up and dive into a high energy laser tag battle! Loads of lights, laughter and teamwork, then end the activity with some yummy food and photo proof that you are champion of the track!

Animal Man & Pizza Making
(Stourbridge Area - 22/8/25 - 10am till 2pm)
Join us for a jam packed session of Pizza making, biscuit decorating, animal meeting fun! From creepy crawlies, to fluffy bunnies, it is going to be a fabulous session for Young Carers of all ages!

HEALTHY FOOD AND DRINKS WILL BE PROVIDED FOR YOUNG CARERS AT ALL ACTIVITIES!
If you would like to book a place, please fill in the form linked below!
Due to the limited number of spaces, children will only be allocated 1 to 2 activities. Thankyou!

Dudley Council, Dudley Holiday Activities, Proudly funded by HAF! Please take a look at their website www.dudleyholidayactivities.org.uk, #HAF2025, forward carers

Are you eligible for benefits related Free School Meals? *

Yes

No

Professional name *

If you are not eligible for Free School Meals, please provide the contact of a relevant professional who can support your application

Samanth Robak

Professional role *

Dudley Young Carers Advisor

Professional email address *

samantha.robak@forwardcarers.org.uk

Please give a brief description of why your child would benefit from HAF *

My child is a Young Carer and registered with Dudley Young Carers.



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OR

Are you eligible for benefits related Free School Meals? *	
<input type="radio"/>	Yes
<input checked="" type="radio"/>	No
Professional name *	
<small>If you are not eligible for Free School Meals, please provide the contact of a relevant professional who can support your application</small>	
<input type="text" value="Samanth Robak"/>	
Professional role *	
<input type="text" value="Dudley Young Carers Advisor"/>	
Professional email address *	
<input type="text" value="samantha.robak@forwardcarers.org.uk"/>	
Please give a brief description of why your child would benefit from HAF *	
<input type="text" value="My child is a Young Carer and registered with Dudley Young Carers."/>	

If the child's HAF eligibility cannot be verified, the family will need to contact HAF on enquiries@hafdudley.co.uk and say that they are registered with Dudley Young Carers.

