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**Milford Haven School**

**Carers Impact Statement**



The following impact statement sets out the mechanisms that we have in place for identifying carers of any ages and ensuring that they are referred appropriately.

We aim to support people’s lives alongside caring by identifying and recognising carers and raising awareness of the information, advice and support that is available to them.

**Outcomes:**

* Carers to see the setting as being sensitive to their needs
* Carers to be offered health, wellbeing and other carer information and support.
* Carers to be offered a referral for further help and support and to know who to contact if they have questions or need help.
* Signpost them to further support
* The school to have dedicated area(s) displaying appropriate posters/leaflets.
* Staff will identify Carers through observations and day to day contact with pupils and other staff.
* The school will have regular awareness raising sessions, e.g., Assembly talks.
* Pupils and staff who are identified as a Carer, with their consent, will have any additional needs met as appropriate.
* Pupils who are Young Carers, will be flagged in the school internal records (with consent).
* Carers will be referred or signposted to other support agencies and professionals as appropriate, including the local Young Carers’ service.
* Training on Young Carers’ issues will be embedded as part of ongoing professional development for all staff. E.g. Staff briefings, Young Carer Aware e-learning etc. These sessions may be delivered by trainers with facilitators or teachers.
* The school will use and evaluate data effectively to identify and monitor the progress made by Young Carers
* Young Carers to have an identified safe adult in school
* Young Carers to have priority to school counselling services or ELSA
* Information about support available for Young Carers and how to access it will be made clearly available to both pupils and families.
* The school to recognises that some Young Carers and their families need to receive coordinated support by the school, working in partnership, where appropriate, with GP’s, Young Carers’ services, emotional wellbeing and education support teams and outside agencies.
* The school is accessible and welcoming to parents/guardians with disabilities and/or illness, offering additional support to enable them to attend parents’ evenings or other school events. Home visits will be considered where appropriate.
* The school will consider alternatives if a Young Carer is unable to attend out of school activities, such as sports events or concerts, due to their caring role.
* The school will also consider lunch time detentions rather than after school ones.
* The school will allow Young Carers to use a telephone to call home during breaks and lunchtimes so as to reduce any worry they may have about a family member when needed.
* Where possible, the school will negotiate deadlines, for example, for homework and coursework, at all times.
* The school will offer support to the young person and their family during the transition process, with consent, sharing agreed information with their new school/college lead for Young Carers and their families.
* The school will engage with families and take a holistic approach to supporting the whole family and their needs, sign posting families to support services via the Family Information Service and holding TAF meetings as and when appropriate.
* A drop-in session will be provided, one lunchtime a month, for all Young carers to engage with Action for support and guidance.
* The school will support Young Carers when completing examinations.
* The school will actively seek feedback and ideas from Young Carers and their families in order to shape and improve provision for Young Carers.

Staff support

* The school values our members of staff with regard to their caring role and their wellbeing. The school will consider ways in which to support carers:
* The school will identify staff who are a carer by having open conversations during Performance Management meetings and Inductions for new staff.
* The school will support staff wellbeing through communication by ensuring the line managers will have compassionate conversations around their needs to maintain good staff wellbeing. Line mangers will take time to understand the individual’s circumstances and sign post the member of staff to additional support agencies.
* The school will consider flexible working where appropriate.
* The school will provide clear HR policies from the LA which helps line managers provide better support and be able to meet the needs of staff.
* The school will encourage staff networks where they can have a trusted space for discussing issues of concern that may be hard to raise elsewhere.

Parents

* The school will identify parent carers during the admission process
* The school will sign post a parent carer to additional support groups in order to access emotional or financial support via external agencies where they may be entitled to apply for Carer’s Allowance or GP Carers support or a Carer’s Assessment to find out what help they need and how these needs can be met.

About Milford Haven School

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| Local authority | Pembrokeshire |
| Type of school | Secondary School  Almost 29 % of pupils live in the 20% most deprived areas in Wales. |
| Number of pupils on roll | 1054 |
| Percentage of statutory school age pupils eligible for free school meals | 29.4% of pupils are eligible for free school meals, which is higher than the national average of 17%. |
| Percentage of statutory school age pupils identified as having additional learning needs | Currently, 37.5% of pupils are on the special educational needs register, which is higher than the national average of 25.1%. One per cent of pupils have a statement of special educational needs, which is lower than the national average of 2.4%. |
| Percentage of pupils who speak Welsh at home | 0% |
| Percentage of pupils with English as an additional language | Most pupils come from a white, British background and 6% of pupils speak English as an additional language. |
| Number of SLT | 6 |
| Number of Teaching staff | 42 |
| Number of Teaching Assistants | 18 |
| Number of identified Young Carers | 29 |

A brief explanation of how the setting interacts and supports carers of all ages.

At Milford Haven School, we are very aware that some of our children take on caring duties at home for other family members.  A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.  Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Milford Haven School uses the following methods to encourage Young Carers to come forward.

During the school enrolment process for new students, the school will seek to identify whether a parent(s) or family members have disabilities or other long-term physical or mental health problems. We ascertain whether the pupil helps to look after a family member and if this has an impact on their education.

Milford Haven School will have dedicated area(s) displaying appropriate posters/leaflets.

Currently school staff will identify Young Carers through observations and day to day contact with pupils during House tutor time. Regular awareness raising sessions, e.g., Assembly talks and PSE lessons. Pupils who are identified as a Young Carer, with their consent, will have any additional needs met as appropriate.

We work closely with the pupils and created a Young Carers Project this academic year with positive outcomes for our young cares. We hope to continue this project if we are successful with funding.

Our staff and Governors are committed to ensuring pupils who are caring for others have space and support to achieve their full potential at school.  For some Young Carers, school can be a place where they can forget about their caring responsibilities and feel "normal" for a while. However, it can also be a place where they feel under extra pressure or where people don't understand what life is like outside school for the pupil who is a carer. It can sometimes be hard to juggle responsibilities as a young carer with the demands of teachers, friends and homework.  By running a Young Carers group in school, and by having trained mentors on our school staff, we aim to support Young Carers in ways that feel appropriate for them.

During the Covid pandemic Milford Haven School demonstrated and provided an exceptionally high level of support to children and families throughout the ‘lockdown’ periods; this included carers.

The school adapted positively to the pandemic in providing pupils and families with essential check ins and for those families who were financially struggling with food packages. Vulnerable children and carers were provided with childcare support alongside key workers to ensure their wellbeing.

On return from Lockdowns Milford Haven School supported pupils' emotional wellbeing via the ELSA and school counsellor and where necessary, referred them to specialist agencies.

Milford Haven School learnt following the first lockdown online learning was key to sustaining pupils' learning and nearly all the carers in the second lockdown were able to stream into live lessons.

Although we recognise that the content for each Schemes of Learning was not fully covered pupils continued to engage and make steady progress in their skills. We also listened to families and adapted the curriculum to support wellbeing.

This resulted in the school obtaining the prestigious Investors in families lockdown award.

Our Impact Statement will be reviewed annually in September each year by members of staff in the setting and will be discussed at appropriate team meetings for amendments.

**Name Miss Reynolds Assistant Headteacher**

**Signed J Reynolds Date 08.08.2022**