

CYPA 2001  
s.24(2)(c).

## **CHAPTER 7 AFTER CARE**

### **SUMMARY**

- 1 The Children and Young Persons Act 2001 requires the Department to advise, assist and befriend children and young people in order to promote their welfare when they are no longer looked after. Paragraph 8 of Schedule 2 to the Act (Persons formerly looked after by the Department) sets out the framework for continuing this support up to the age of 21 (and in certain circumstances beyond)
- 2 This chapter covers:
  - i. the Department's duties and powers,
  - ii. principles and policies,
  - iii. preparation for young people before leaving care, and
  - iv. the roles of other agencies, including registered children's homes.

### **DEFINITIONS**

- 3 For the purposes of this chapter the term 'cared for' or 'leaving care' refers to the concept of caring rather than the young person's legal status. It covers young people who have been:
  - a. looked after by the Department, and
  - b. accommodated, on a compulsory or a voluntary basis, in
    - i. homes run by the Department, and
    - ii. registered children's homes.
- 4 The after-care of young people who have been fostered privately or placed in foster care by the Department is covered by similar arrangements.

See Volumes C and G of this series

### **INTRODUCTION**

- 5 A flexible service is required to meet the differing needs of young people preparing to leave care, and support them in successful re-integration with their families or in establishing themselves as being as self-supporting as possible.
- 6 The Department should, as far as possible, work in partnership with the young person's parents.
- 7 Although the DHSS will play the lead role it will need to liaise with other agencies, both within the Government of the Isle of Man and outside, these could include:
  - a. social security,

CYPA 2001  
24(2)(c)  
Paragraph 4  
CYPA 2001  
Schedule 2,  
Paragraph 8

- b. housing,
- c. the Education Department,
- d. the health authority,
- e. careers advice.

Section 23(4) enables other public authorities to exercise their statutory function, to co-operate with the Department in its provision of services.

### **Legal framework**

- 8 The Department's powers and duties to prepare the young people it is looking after for the time when they cease to be looked after are covered in of the CYPA 2001, and in relation to registered children's homes.
- 9 The Act provides detail about:
- a. the people to whom these powers and duties apply, and
  - b. what the Department may do.
- 10 The Act allows the Department to:
- a. guarantee apprenticeship deeds or articles of clerkship undertaken by a young person while in its care, and
  - b. undertake a similar obligation under supplemental deeds or articles, whether or not it is still looking after the young person.

### **Principles**

- 11 All of the Department's powers and duties should be carried out in the light of the welfare principles on which the Act is based.

## **THE DEPARTMENT'S DUTIES AND POWERS UNDER SECTION 24 AND SCHEDULE 2**

- 12 The powers and duties of the Department in the Act cover young people leaving care with a view to promoting their welfare when they cease to be looked after.
- 13 The Act allows the Department to:
- a. advise,
  - b. befriend, and
  - c. give assistance in kind, or, in exceptional circumstances, in cash.
- 14 The young people who may be eligible for such support are those:
- a. within the Island, who are
  - b. under the age of 21,
  - c. and, at any time after reaching the age of 16, but while still a child was:
    - i. looked after by the Department,

- ii. accommodated in a children's home,
  - iii. accommodated in a residential care home, nursing home or mental nursing home, for a consecutive period of at least 3 months (whether or not that period began after he or she reached the age of 16), or
  - iv. privately fostered but who is no longer looked after, accommodated or fostered.
- 15 Under the Act, the Department may also advise, befriend and assist (as in paragraph 2 above) a young person over the age of 16 and under the age of 21, who was not looked after, if:
- a. he or she is in need,
  - b. he or she appears to the Department to need help and has asked for help which the Department is able to give under Schedule 2, and
  - c. the Department is satisfied that the person by whom he or she is being looked after is not able to advise and befriend him or her.
- 16 The Department may also assist both:
- a. young people who have been looked after, and
  - b. those who have not been looked after, by
    - i. guaranteeing an apprenticeship deed or articles of clerkship, and
    - ii. extending its obligation under supplemental deeds or articles, whether or not it is still looking after the young person.

### **THE DUTIES OF REGISTERED CHILDREN'S HOMES UNDER S.54**

- 17 The Act lays a duty on the person carrying on a children's home to advise, assist and befriend a child with a view to promoting his or her welfare when he or she ceases to be accommodated.
- 18 The Act does not expect a person carrying on a children's home to provide aftercare once a young person has ceased to be accommodated in the home. The Department may, however, wish to encourage registered children's homes to provide aftercare services for young people previously accommodated by them when they are between the ages of 16 and 21.

### **PRINCIPLES UNDERLYING PREPARATION FOR LEAVING CARE**

- 19 The principles underlying preparation for leaving care reflect good child care practice generally and follow the principles of the CYPA

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|  | <p>2001.</p> <p>20 Services for young people leaving care should take account of:</p> <ul style="list-style-type: none"> <li>i. the support provided should be, broadly, the support that a good parent might be expected to give,</li> <li>ii. they should take account of the gradual and lengthy process of transition from dependence to independence,</li> <li>iii. young people should be fully involved from an early in discussions for their future, and agreeing a continuing care plan. This should cover: <ul style="list-style-type: none"> <li>a. the type of help the young person will be receiving and from whom, and</li> <li>b. include contingency arrangements in the event of a breakdown in the young person's living arrangements after he or she has left care.</li> </ul> </li> <li>iv. If possible, parents being involved in formulating the plan,</li> <li>v. Preparation for leaving care should help develop the young person's self-esteem, his or her capacity to make satisfactory relationships, and practical independent living skills,</li> <li>vi. In helping young people to develop socially and culturally, care staff must be prepared to: <ul style="list-style-type: none"> <li>a. take some risks and to take responsibility for doing so, and</li> <li>b. let young people take some risks, eg in developing relationships.</li> </ul> </li> <li>vii. All preparation for leaving care and the provision of aftercare should take account of the religious persuasion, racial origin, cultural and linguistic background and other needs of a young person,</li> <li>viii. Preparation for leaving care and the provision of aftercare should be planned in conjunction with the other interested agencies, including the Department of Education, the Housing Authorities, the Health authority and, where appropriate, local authorities elsewhere. These agencies should be invited to contribute to the young person's continuing care plan.</li> </ul> <p><b>SERVICES ON LEAVING CARE</b></p> <p>21 The Department should take the principles into account in developing or further developing leaving care and aftercare services.</p> <p>22 The Department has an after care team sourced externally but overseen by the Department.</p> <p>23 Social workers may also provide a direct input regarding the options</p> |
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|  | <p>provided for in Schedule 2 Paragraphs 8 &amp; 4 of CYPA 2001.</p> <p>24 The Department will produce information regarding other services and directly or through the aftercare services assist young people in accessing those services.</p> <p><b>Information</b></p> <p>25 A statement giving information about these services should be published and made known to those who might benefit from them.</p> <p>26 The information should include:</p> <ul style="list-style-type: none"> <li>a. contributions from other agencies about the part they play in preparing young people for leaving care and providing aftercare,</li> </ul> <p>See p.153 below.</p> <ul style="list-style-type: none"> <li>b. details on how to access the Department's services including outreach and how to apply for cash/kind benefits,</li> <li>c. details of how to make a complaint if dissatisfied,</li> <li>d. details of who to contact regarding access to a young persons own file,</li> <li>e. contacts for each service.</li> </ul> <p>The information should be kept up to date.</p> <p>27 The information statement should as far as possible take account of the views of young people who are or have been:</p> <ul style="list-style-type: none"> <li>a. looked after by the Department,</li> <li>b. accommodated in a children's home,</li> <li>c. accommodated in a residential care home, nursing home or mental nursing home.</li> </ul> <p>28 There should be a formal process for gathering these views, through e.g.</p> <ul style="list-style-type: none"> <li>a. any groups run by or for young people who have been in care, or</li> <li>b. a newsletter.</li> </ul> <p>29 If possible, the information available should also take into account the views of parents and foster carers.</p> <p>30 The information about preparation for leaving care and aftercare services should be made easily comprehensible to young people and their parents:</p> <ul style="list-style-type: none"> <li>a. drafted in plain English,</li> <li>b. provided in relevant translations if necessary, and</li> <li>c. made accessible to young people with communication difficulties, eg. a sign language video version.</li> </ul> |
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## YOUNG PEOPLE WITH DISABILITIES

### Definition

- 31 For the purposes of this guidance, young people with disabilities are taken to be those who are "blind, deaf, or dumb, suffering from mental disorder of any kind or substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed....."

### Meeting particular needs

- 32 Any particular needs which young people with a disability may have, in addition to the needs of other young people who are being cared for, should be met when:
- a. preparing them for leaving care, and
  - b. providing aftercare.
- 33 The Department should also ensure that these young people do not fail to achieve their full potential because of the low expectations of the people who care for them.

## THE RESPONSIBILITIES OF THE DEPARTMENT AND REGISTERED HOMES

- 34 Both the Department and registered children's homes have a duty to prepare any young people for whom they care for the time when they leave care.
- 35 The Department also has power to advise, befriend and assist any young people between the ages of 16 and 21, who either:
- a. have been looked after by the Department, or accommodated in a children's home or another type of home for at least 3 months, or
  - b. have not been looked after but are known to need advice and befriending and ask for help.
- 36 To ensure that a disabled young person's particular needs are met the agencies preparing him or her for leaving care should:
- a. ensure they have the information on the special resources and services necessary, and
  - b. liaise closely with the Education Department and the Health authority.
- 37 They should ensure that the young person's views about his or her needs, and how these can be met, are taken into account. This may necessitate the use of a specially skilled communicator.
- 38 The Department will also need to liaise with the Housing authorities, and ask it to consider the particular needs of any young person with a

disability who is leaving care.

- 39 Good practice suggests that the Department should provide communication support for all young people who require it, e.g. a text telephone or interpreter.
- 40 Registered children's homes may wish to consider what help the Department can give to young people whom they are preparing for leaving care, or providing with aftercare.

## **OTHER RESPONSIBILITIES OF THE DEPARTMENT**

### **Education**

- 41 The Department should inform the Department of Education when a child who has been placed in accommodation which provides education on the premises leaves that accommodation.
- 42 In deciding the young person's future needs, the Department should continue to liaise with the Department of Education,
- 43 The delay in learning processes caused by some disabilities and their tendency to inhibit natural maturity should be taken into account in preparing a young person for leaving care and in providing aftercare.

### **Health**

- 44 Specific health requirements may also continue into adulthood. A young person leaving care may need help and support from the Department, acting as a "good parent", to make a successful transition from child to adult services.

### **Liaison**

- 45 Liaison between the various agencies concerned with the welfare of a young person with a continuing disability should continue after he or she has left care.

## **THE NATURE OF PREPARATION FOR LEAVING CARE**

### **General**

- 46 The Act makes it clear that it should start well before a young person ceases to be looked after or accommodated, and is likely to continue until well after he has done so.
- 47 Preparation for leaving care should be regarded as an integral part of the care process. It should be incorporated in the young person's care plan as soon as he or she begins to be looked after or accommodated.
- 48 The Department or registered children's home will play a leading role in preparing young people for leaving care, but other agencies will

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|  | <p>need to be involved, including:</p> <ul style="list-style-type: none"> <li>a. schools, and</li> <li>b. the Careers Service,</li> </ul> <p>49 The Health authority may need to be involved if the young person has a disability.</p> <p>50 A stable care relationship is, in its turn, an important basis on which to plan the preparation of a young person for leaving care.</p> <p>51 Three broad aspects to preparation for leaving care are considered below:</p> <ul style="list-style-type: none"> <li>a. enabling young people to build and maintain relationships with others, both general and sexual relationships,</li> <li>b. enabling young people to develop their self-esteem,</li> <li>c. teaching practical and financial skills and knowledge.</li> </ul> <p>52 The Department and registered children's homes should ensure that social workers and care staff are trained to help young people become properly prepared for leaving care.</p> <p><b>Enabling young people to build and maintain relationships</b></p> <p><i>General</i></p> <p>53 To help young people leave care and make the transition to independence successfully, the experience of being cared for should provide both the opportunity for personal development, and the attention that is required when special help is needed. This should be planned to cover:</p> <ul style="list-style-type: none"> <li>a. the minimum number of changes in placement consistent with the young person's welfare, providing maximum continuity of care and in relationships, showing young people how to relate to others,</li> <li>b. help from social workers and care staff, as well as other young people in relating to other people,</li> <li>c. ensuring that the young person leaving care has a supportive network of friends and that he or she is well equipped to make relationships with others. This could include: <ul style="list-style-type: none"> <li>i. encouragement to make friends of his or her own age outside the care system,</li> <li>ii. encouragement to develop friendships with suitable adults outside the care system who can provide role models, e.g. volunteer befrienders or Independent Visitors who have been vetted and "matched" to the young person's needs and preferences.</li> </ul> </li> </ul> <p>See Chapter 6, Independent Visitors</p> |
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YPA 2001  
Paragraph 1(1),  
Schedule 2, and  
Regulation 6 of the  
Placement of  
Children (General)  
Regulations 2002.

- d. for young people who have been fostered, encouraging the foster carers to continue an interest in him or her after the placement ends,
- e. encouragement, whenever possible, to the young person's parents and relatives to stay in touch unless this would not be in his or her best interests,
- f. enabling young people from minority ethnic communities to have contact with adults and young people from their own cultural background, possibly through youth clubs or other organisations set up by members of their community,
- g. referring young people with disabilities to voluntary organisations of and for people with disabilities, to support them in finding friends and developing social skills.

54 Encouraging a better relationship between the young person and his or her family, including going to live with them. The Act actually prevents the Department from providing accommodation for a child or young person if someone with parental responsibility is willing and able to provide or arrange accommodation for him or her with limited exceptions.

55 Both the Department and registered children's homes have a duty to promote general contact with family and friends where this is consistent with a young person's welfare.

See chapter 4

### *Sexual relationships*

56 The Department or registered children's home should provide sexual education for young people, especially if this is not done by the school.

57 This will need to cover:

- a. practical issues such as contraception, particularly in view of the spread of AIDS, and
- b. the emotional aspects of sexuality including:
  - i. the part that sexuality plays in sense of identity,
  - ii. the emotional implications of entering into a sexual relationship with another person,
  - iii. the need to treat sexual partners with consideration and not as objects to be used,
  - iv. the emotional and practical implications of becoming a parent.

58 The particular needs of different young people should be borne in mind, such as:

- a. the need to acknowledge the sexual needs of young people

with mental or physical disabilities,

- b. the special counselling needs of young people who have been abused, or in touch with abused young people,
- c. recognition of the needs and concerns of gay young men and women.

### **Enabling young people to develop their self-esteem**

59 It is necessary for young peoples' self-esteem to encourage them from the outset to value themselves, and to regard their experience of being cared for constructively.

60 They should be told as much as possible, as positively as possible, about:

- a. their family background,
- b. their cultural and individual identity, e.g. ethnic origin, language, culture, sex, religion and any physical or mental disability,
- c. how they came to be cared for.

61 Life-story books may be helpful in enabling young people to accept themselves emotionally as well as intellectually.

62 Counselling and sympathetic acceptance should be given to young people who have difficulty in accepting themselves and developing a sense of self-esteem, perhaps because:

- a. they have been rejected by their parents,
- b. have a disability, or
- c. are gay.

63 Young people from minority ethnic communities may also need help - preferably from someone from the same background - so that they can take pride in their racial, cultural, linguistic and religious background.

64 The Department or another caring agency may act as advocate for all young people leaving care in dealing with other departments, organisations or people who display prejudice.

### **Practical and financial skills and knowledge**

65 Young people should be given adequate preparation for leaving care in practical and financial skills and knowledge, including:

- shopping, preparing and cooking food,
- eating a balanced diet,
- laundry, sewing and mending and other housekeeping skills,
- how to do basic household jobs such as mending fuses,
- home safety and first aid,

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|  | <ul style="list-style-type: none"> <li>• the cost of living, and household budgeting, including the matching expenditure to income, paying bills regularly and avoiding the excessive use of credit,</li> <li>• health education, including personal hygiene,</li> <li>• sexual education, including contraception and preparing for parenthood.</li> <li>• applying for, and being interviewed for, a job, and</li> <li>• the rights and responsibilities of being an employee,</li> <li>• applying for: <ul style="list-style-type: none"> <li>• a course of education or training,</li> <li>• social security benefits,</li> <li>• housing, locating and maintaining it.</li> <li>• registering with a doctor and dentist,</li> <li>• contacting emergency services (fire, police, ambulance),</li> <li>• community services,</li> <li>• social services and other caring agencies,</li> <li>• organisations and groups set up to help young people who are, or have been, in care,</li> <li>• the roles of Citizens Advice Bureaux, local councillors and Members of the House of Keys,</li> <li>• how to write a letter: <ul style="list-style-type: none"> <li>• of complaint,</li> <li>• to obtain advice,</li> <li>• for a job application etc.</li> </ul> </li> </ul> </li> </ul> <p>66 Young people should start learning these skills at a basic level in their early teens and be competent in them by the time they leave care.</p> <p>67 Young people with disabilities may need specific additional training and resources to help them acquire the skills necessary to be independent. These might include:</p> <ul style="list-style-type: none"> <li>• sight replacement or enhancement techniques,</li> <li>• interpreters to enable those with hearing-or speech impairments to develop independent living skills and improve their prospects at job interviews.</li> </ul> <p><b>AFTER LEAVING CARE</b></p> <p>68 Most young people will continue to need some help after they leave care. These needs may include any or all of the following:</p> |
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- advice and information,
- continued interest in their welfare, possibly from a person specified to advise and befriend the young person,
- assistance in cash or in kind,
- a return to care, if necessary,
- education and training (Education Department),
- accommodation (Housing Authorities, but the DHSS may provide accommodation for a young person of 16 or over if it considers this would safeguard or promote his or her welfare and the young person agrees.)

See also the pages beginning on 153 below.

69 The officer responsible for overseeing the aftercare services provided by the Department might usefully be responsible for ensuring that the Department also provides a suitable range of aftercare services.

70 Aftercare programmes of some kind should be available for all young people leaving care to help them take control of their lives. They should cater for the various needs, of for example:

- a. disabled young people,
- b. those from religious, racial, cultural or linguistic minorities,
- c. young mothers,
- d. pregnant young women, and
- e. gay young men and young women.

71 The views of each young person should be sought on his or her needs, and the extent to which the Department is meeting them.

72 Aftercare programmes may be offered by registered children's homes and other caring agencies.

### **Ways of providing support after leaving care**

73 Encouraging young people to set up their own groups. Voluntary sector support and facilities may be approached by young people to assist.

74 Providing "drop-in" bases for advice, to discuss problems, or keep in touch with social workers and residential care workers.

75 Encouraging young people to develop a social life outside care circles.

76 Keeping in touch with an independent visitor

See Chapter 6 of this volume.

77 Aftercare schemes should be regularly monitored and evaluated to assess their effectiveness. The Department should include

representatives of any groups set up by young people in these exercises, and ensure that young people's views are heard.

78 When a young person moves off the Island, to a different part of the country, the Department should inform that local authority, mentioning any particular needs the young person may have.

79 If a young person leaves certain forms of care other than accommodation provided by the Department or a registered children's home, after reaching the age of 16, this organisation or agency should inform the Department or the local authority in whose area he or she proposes to live. The Department or local authority should then consider how to provide the young person with the appropriate aftercare.

## **DELIVERY OF SERVICES BY THE DEPARTMENT**

### **Principles**

80 The principle that preparation for leaving care is an integral part of any care placement from the outset should underpin the development of any specialist services.

81 If there is a separate aftercare team, the person who has been most closely involved with the young person whilst in care should provide direct continuing support well as contributing to the team's planned approach.

82 Close liaison should be maintained between:

- a. the social services staff responsible for residential child care and any aftercare team, and
- b. the 'key' worker for the young person and any services provided (by either the Department or the voluntary sector) for young people with special needs.

83 Staff should be well trained. Managers should provide sufficient time and resources, including training, for residential staff and others to develop the skills necessary for leaving care and continuing support. The designated officer should ensure that all this is done.

## **SERVICES PROVIDED BY OTHER AGENCIES**

84 The Department's policy statement on leaving care and aftercare services, and its easy to read guide to those services, should include information about the services provided by other agencies, such as registered children's homes.

## **FINANCIAL ASSISTANCE – LEAVING CARE**

85 Income support is primarily the responsibility of the Social Security Division. However, the Department may also give financial

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|  | <p>assistance to young people leaving care because of their needs additional to those of other young people.</p> <p>86 When a child has been looked after by the Department and accommodated in a children's home or other accommodation, the Act allows the Department to advise and befriend him or her and to give assistance. This may be provided in kind or "exceptionally" in cash.</p> <p>87 The Department should be proactive in advising young people about how to apply for financial assistance to be given. The term "exceptional" is generally understood to refer to the young person in question rather than the general policy about financial assistance.</p> <p>88 The Department should decide in each case whether or not financial assistance would be appropriate. The general presumption should be to provide financial assistance where this is necessary to protect the young person's welfare and no other agency can assist.</p> <p><b>Leaving care grants</b></p> <p>89 The Department will wish to be flexible in deciding:</p> <ul style="list-style-type: none"><li>a. whether or not to provide a leaving care grant,</li><li>b. what a grant can be given for, and</li><li>c. the way in which any grant should be spent, taking account of the young person's wishes.</li></ul> <p><b>Financial assistance – education and training</b></p> <p>90 The Act allows the Department to undertake an obligation under any supplemental deed or articles for a child or young person when it has already guaranteed a deed of apprenticeship or articles of clerkship. This enables the Department to provide continuing financial backing to support training costs for young people who have been looked after.</p> <p><b>Information about financial assistance</b></p> <p>91 Young people, residential social workers and parents should be informed about the fact that assistance can be provided by the Department.</p> <p>92 Young people with disabilities may particularly need financial assistance, especially if they have communication problems that make it difficult for them to seek help from other agencies.</p> <p><b>Entitlement to financial assistance</b></p> <p>93 A young person does not have to qualify for Income Support to be eligible for financial assistance from the Department.</p> <p>94 Financial assistance provided by the Department should be declared on any application for benefits.</p> |
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## THE ROLE OF THE VOLUNTARY SECTOR

95 The two aspects to voluntary organisations' role in preparing young people for leaving the care are separate but related – providing accommodation and aftercare services.

### Accommodation

96 Where a young person is accommodated in a registered children's home, the organisation should assume responsibility for preparing the young person for leaving care.

97 The duty of ensuring that this is done should fall to a designated senior member of staff.

98 When a young person ceases to be accommodated by the registered children's home and is aged 16 or over, the designated member of staff should inform the Department or, if the young person intends to live off the Island, the relevant local authority.

99 The registered children's home and the Department or local authority must liaise closely so that the Department or local authority can fulfil its duties and powers to prepare the young person for leaving care and provide aftercare.

100 The care and aftercare services should be closely linked to each other. Young people aged 16-20 who are, or have been, cared for other than in a registered children's home should be made aware by that organisation of the services available to them from the statutory body.

### Aftercare services

101 The Department should maintain up to date information about the services provided by voluntary organisations and housing associations which may be relevant to young people leaving care.

102 When an organisation does provide an aftercare service the Department should consider purchasing a service for young people who have not been accommodated by the organisation.

103 The aftercare services provided by organisations may include:

- a. drop-in centres,
- b. counselling,
- c. advocacy for young care-leavers - individually and groups,
- d. various forms of accommodation, eg sheltered and half-way housing, refuges for young people at risk, and supported lodgings.

104 Other relevant services may include:

- i. Specialised information and advice for young people with a wide range of disabilities,

- ii. Self-help and interest groups for young people with disabilities.

## **THE PROBATION SERVICE**

- 105 Some young people leaving care who have committed a criminal offence will be subject to a probation order or a supervision order designating the probation service as supervisor.
- 106 The probation service will wish to ensure, as far as possible, that the young person does not re-offend. They will concern themselves with both the young person's offending and its consequences and his or her development into a self-reliant adult who has ceased to offend.
- 107 The Department, or other caring agency, should involve the probation service closely when preparing one of these young people for leaving care or providing him with aftercare

## **HOUSING**

- 108 When young people leave care, it may not be possible for them to return to their family. Their housing needs should be carefully considered well in advance of their leaving care. It is especially important to ensure that the housing needs of young people with disabilities can be met.
- 109 Public sector housing is provided by central government and local areas and each operate their own criteria policies.

## **Policy development**

- 110 Close liaison is necessary between designated senior officers in the Department of Health and Social Security and the Housing Authorities to develop a policy to meet the housing needs of young people leaving care.
- 111 The designated senior officers in the Housing Authorities and the DHSS should consider:
- a. the ability of the young person to live independently,
  - b. the extent to which some supervision may still be necessary,
  - c. the personal preferences of the young person leaving care,
  - d. the possibility of arranging a private interview with a Housing Officer for any young person applying for assistance with accommodation,
  - e. the need to inform the young person clearly about the decision and advice of the housing authorities as soon as possible,
  - f. how best to provide advice and assistance on housing,

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|  | <p>g. the contribution that the voluntary sector can make towards the provision of accommodation,</p> <p>h. how far landlords and landladies can contribute towards getting young people into independent living.</p> <p>112 The DHSS and the Housing Authorities should also consider how best to meet the following needs in providing housing for young people leaving care:</p> <p>a. sheltered or halfway housing, with appropriate support services,</p> <p>b. a reasonable quality and range of housing including increasingly independent forms of accommodation,</p> <p>c. housing adapted to meet the needs of disabled young people,</p> <p>d. good housing management and maintenance and upkeep of properties,</p> <p>e. a regular and simple system of rent collection,</p> <p>f. a system to select and match the tenants of shared properties,</p> <p>g. clear tenancy agreements,</p> <p>h. training for housing personnel, especially the staff of sheltered or halfway housing, in the special needs of young people who have left care.</p> <p>113 The Housing Authorities policies on these issues will need to be spelt out in their contribution to the Department's written information on services available upon leaving care.</p> <p><b>Assessing housing needs</b></p> <p>114 A young person's possible housing needs should be considered at an early stage. The Housing Authorities may be able to offer accommodation, if not, the Department needs to know in good time and to approach other possible providers.</p> <p>115 The Housing Authorities may reserve some of its stock to meet the needs of young people leaving care who are capable of living independently.</p> <p>116 The Department should also liaise with voluntary organisations which provide accommodation and advice.</p> <p><b>THE YOUTH SERVICE</b></p> <p>117 The Youth Service may be able to contribute to meeting the needs of young people leaving care in the following ways:</p> <p>a. advocacy,</p> <p>b. offering support to vulnerable young people and giving them opportunities to extend their social network outside the care</p> |
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system,

- c. advising disabled young people and facilitating their integration into local youth services, including considering whether or not to use special youth services, e.g. clubs for deaf people,
- d. helping young people from minority ethnic communities to meet other young people and adult youth leaders from their own community, enabling them to develop a sense of cultural identity.

## **SCHOOL**

- 118 The Department and other caring agencies should act as a good parent towards young people in care and preparing to leave school. This will include:
- a. close liaison, including ensuring the school is aware of the young person's abilities and interests,
  - b. supporting the school's role in promoting young people's welfare,
  - c. encouraging young people to fulfil their academic potential.
- 119 Schools need to be aware of the danger of having low expectations of the young people's academic potential. They should give young people preparing to leave care every encouragement to obtain qualifications, and to develop their emotional, social and intellectual potential generally.
- 120 Indications of under-achievement will need attention well before the young person leaves care.
- 121 Residential care staff should support the school's role by:
- a. supervising homework,
  - b. attending meetings with teachers, head teachers and careers staff,
  - c. encouraging the young person to continue his or her education beyond the minimum school-leaving age unless it is quite clear that he or she would not benefit.

c. applies as much to young people with disabilities as to others. Special facilities, such as interpreters, note takers and readers, may be required.

- 122 The Department or registered children's home looking after a young person with special educational needs may assume the responsibilities normally exercised by parents in ensuring that the young person's special educational needs are appropriately identified and met. This should entail:
- a. close liaison with the Education Department attending

YPA 2001  
Schedule 2(4)(1)  
Schedule 2(4)(2).

YPA 2001  
Schedule 2, 8(2).

assessment meetings and annual reviews, and

- b. careers guidance

## **CAREERS GUIDANCE**

- 123 The Department or other caring agency should ensure that the young person preparing to leave care receives careers education and guidance:
- a. in good time,
  - b. that it is appropriate, and
  - c. that it includes advice on the possibilities of undertaking a course of further education.
- 124 Careers Education and guidance may be provided in school or from the Careers Service.
- 125 The Careers Service:
- a. provides information for young people on employment and training opportunities,
  - b. works closely with careers teachers in schools and its Careers Officers usually contact pupils at 13 or 14 years of age.

## **TRAINING**

- 126 The Department or other caring agency involved should inform the young person about opportunities for training, schemes to train for particular occupations and any government initiatives and refer him or her to those best able to advise.
- 127 A young person with a disability should be referred to a Disablement Resettlement Officer at a Job Centre.

## **FINANCIAL ASSISTANCE FOR YOUNG PEOPLE LEAVING CARE**

- 128 On leaving care each young person should have a pathway plan.
- 129 When a young person leaves care without any qualifications but wishes effectively to return to school to obtain qualifications or to train the Department may provide advice on finance.
- 130 If the young person is under 21, the Department may be able to assist financially.
- 131 The Department has the power to guarantee:
- a. apprenticeship deeds or articles of clerkship, and
  - b. to continue the same obligation for supplemental deeds or articles
- 132 The Department can also support the young person by:

- a. attending meetings at the school to discuss an appropriate programme of study, and
- b. liaising with the Education Department.

- 133 The Act also permits the Department to provide assistance in cash to young people on the Island, whether or not they were formerly looked after, provided that:
- a. they are in need,
  - b. the person who was formerly looking after them is not able to assist, and
  - c. the young person has asked the Department for help.

See also p.154

## **SOCIAL SECURITY**

- 134 The Department's powers to assist financially are intended to meet the special needs of young people leaving care over and above the needs of other young people, and not to duplicate the social security system.
- 135 The Department should advise young people who are in, or have left, care on the social security benefits they may be entitled to and how to claim them.
- 136 Written material should be made available in minority community languages where appropriate.
- 137 If necessary, young people may get specialist advice from the Citizens' Advice Bureau.
- 138 If a young person has a disability, advice on benefits for disability should be made available as a matter of priority. The services of an interpreter may be necessary if the young person's disability involves problems in communicating.
- 139 Any payments made to a young person under section 24 (2)(c) and Schedule 2 (8) should be declared on any application for benefits.