

## **Unit 59: Support Young People Who Are Looked After or Are Leaving Care**

**Unit code:** YP0006-03

**Unit reference number:** A/502/5224

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

This unit aims to enable learners to understand and support young people who are looked after or leaving care and to know about the relevant statutory and legal frameworks.

### **Assessment requirements/evidence requirements**

Assessment of learners' performance for this unit must take place in a work- based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Unit content

### 1 Understand the issues affecting young people who are looked after or leaving care

*Looked-after young people:* following a care order; with the agreement of the parents; care plan

*Care:* temporary or permanent, foster care, respite, residential care, adoption, inter-agency planning for care

*Issues that might arise:* eg separation/loss, anger, social exclusion, despair, depression, helplessness, fear, low self-esteem, poor self concept, family breakdown, behavioural problems, abuse (neglect, physical, emotional and sexual), offending behaviour, substance abuse, mental health issues, suicide, self-harm, rejection, risk of sexual exploitation, health issues, poor educational attainment and qualifications below average, low expectations and aspirations, poor relationships with teachers/professionals, poor attendance at school/college, SEN not identified, developmental delays, bullying, poor concentration, difficulty developing relationships

*Key factors that might be relevant to the needs of young people who are looked after or leaving care:* eg employment prospects, education status and aspirations, health and wellbeing, existing care plans, potential risks to self and others, transition to independent living

### 2 Understand how to support young people who are looked after or leaving care

*Sources of information and support:* eg social worker, support workers, foster parent, teaching staff including SEN, nurses, doctors, Connexions service, key worker, counsellors, education welfare officer, Youth Offending team, residential care staff, Department for Education; National Health Service, children's services, Children's Trust, extended schools, Leaving care team, local authority housing services, preventative and family support services, NSPCC, Children in Need

*Enable young people to explore and understand potential consequences of their choices:* adopt person-centred approach; active support in helping, listening, empowering; giving choices as appropriate to age and abilities of young person; maintaining respect, dignity and privacy; promoting individual rights, advocacy; encouraging ownership and accountability; confidentiality; protect young person from danger; care given in a way to meet their needs; provide relevant, accurate information so that young people can make informed decisions; preparing for transition; promote independence; encourage young person to be involved and contribute views to the assessment of needs, contribute to setting short- and long-term goals; value their contribution

*Encourage young people to maintain positive relationships and contact with family, carers and/or significant others:* encourage young people eg build trusting relationships, working with parents and families, provide information, preparing for transition, support throughout transition; others eg social worker, support workers, foster parent, teaching staff including SEN, nurses, doctors, Connexions advisers, key worker, counsellors, education welfare officer, YOT worker, residential care staff

**3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care**

*Statutory and legal framework:* relevant to own home county eg Children Act 1989; Children Act 2004, Every Child Matters 2003; Care Matters 2006; Working Together to Safeguard Children 1999; A Better Education for Children in Care 2003 (Social Exclusion unit); Leaving Care Act 2000; Adoption and Children Act 2002; The United Nations Convention on the Rights of the Child 1989; Human Rights Act 1998; Data Protection Act 1998; Framework for the Assessment of Children in Need and their Parents 2000, residency orders, duty of aftercare, care orders

*Giving support:* assessment, planning, implementation and review (APIR); Common Assessment Framework (CAF); personal education plan (PEP), multi-disciplinary teams; person-centred approach; sharing information between professionals and working in integrated manner; requirements for recording information