

Caring for Unaccompanied Asylum Seeking and Refugee Children

Resource Pack for Fosters Carers and Residential Staff



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Contents

Introduction.....	3
The Meaning of Words Used in Working with Asylum Seeking and Refugee Children	6
Where to Find Information on Country of Origin	10
Useful Websites- Country Profiles	11
Publications.....	13
Quick Guide to languages	14
Names	15
Food Laws- Religion.....	17
Identifying the Needs of Asylum Seeking and Refugee Children.....	19
Needs/outcome and service framework for children 0-16.....	23
Needs/outcome and service framework for the 16+ age group	24
Statutory Child Care Review and Pathway Planning Meetings.....	25
Holidays	28
Travel	28
Professional Development	29
Useful contacts.....	32
Contacts Directory	33

Introduction

Throughout history adults and children have fled their countries, their homes and families as a result of war, conflict, persecution, violence and economic reasons. Most refugees flee to neighbouring countries. The UNHCR (the United Nations High Commissioner for Refugees) estimates that 19,783,100 people are seeking asylum in the world and the UK is estimated to receive less than 0.5% of the world's refugee population.

According to the Home Office 2,755 unaccompanied children made applications for asylum in the UK in 2004. The main countries of origin were Afghanistan, Iran, Somalia, Vietnam, Eritrea, Iraq, Democratic Republic of Congo, China, Ethiopia and Romania.

There are no exact figures on how children are actually in the UK and the guess estimate is around 6-10,000 children. There were appropriate 6,5000 unaccompanied minors being supported by social services but the Refugee Council would suggest that on top of this there are children who are currently being age disputed and those who have not come to the attention or receiving services from statutory services.

Most unaccompanied minors who come to the attention of children services (social services) will be looked after by a Local Authority and placed in foster care, residential care or semi-independent type placements.

Foster care and residential care provides substitute care for children living away from their families and the opportunity to thrive and develop within a family or group setting.

For the most part children and young people are looked after within the care system because their own families have been unable to meet their needs, or they have been a risk or suffered some form of abuse.

Sometimes children have been looked after because the relationships within the family have broken down. Foster care and residential care can provide breathing space, respite and the opportunity to repair relationships.

For some children care becomes their permanent home, as they are unable to return to their families.

In regards to asylum seeking and refugee children, there are children who have been living with their families in the UK who come into care for the same reasons.

Unaccompanied minors are looked after by Local Authorities by virtue of having no one to look after them. There is a common assumption that all asylum seeking and refugee children come from loving, secure families. Although this may be the case for the majority of children, it does have to be recognised that some unaccompanied asylum seeking and refugee children have experienced abuse, trauma or difficulties within their own families. Although this would not be the reason for being in the UK care system, these are issues to be aware.

Asylum seeking and refugee children form a diverse group from across the globe with different experiences and needs. Some children may have experienced war, conflict, torture, poverty, and oppression. They may have witnessed or heard about atrocities, lost loved ones, or experienced real fear or danger.

The journey may signify the start of life as a separated child. Those fleeing persecution may have to do so in secret, without official travel documents and some may have to use illegal, sometimes unconventional means to flee their country and head to a place of safety. The child may be a victim of trafficking and required to keep in contact with their trafficker for fear of their own life or that of their family.

There may be all sorts of health implications, physical, emotional and mental health needs as a result of their lives in their country of origin, the journey they have made, that have to be considered when caring for these children. Even if in the end, the child is not accepted as an asylum seeker or refugee under immigration laws and regulations, a separated child in a foreign country is a vulnerable child and at risk of exploitation on many levels.

There will be obvious needs that are a direct result of being a separated child, alone in a new and strange foreign country. Food, shelter, warmth, care/support and protection may be the obvious needs however the life experiences and environmental factors both in the country of origin and during the journey into exile may highlight additional needs that have to be considered. Foster carers and residential staff can help children through:

- providing security and the opportunity to rebuild their lives;
- helping with the adjustment to living in a new country and with integrating into the community;
- helping children manage the loss and separation from their families, friends and country of origin.

In this new environment one also has to consider needs in the context of helping a child to settle and integrate after a period of great instability whilst recognising the effects of uncertainty over the child's immigration status, the possibility of locating the family and possible return to the country of origin.

The uncertainty over the long-term future and the potential consequences will have an impact on the child's world. For some children the journey may not be over. At some point (whether as children or when they become adults) a return to the country of origin may be a reality. For some this will be voluntary, others involuntary. Changes in legislation and government policies over the past ten years have seen a trend towards removal and deportation and a continued tightening of border controls. In 2005 the Government published its plan for dealing with immigration and migration in "Controlling our borders: Making Migration Work for Britain- Five Year Strategy for Asylum and Immigration.

The plan states that those who are recognised as refugees in other words their asylum application has been accepted, they will be granted temporary leave to stay in the UK. This signals the end of granting indefinite leave to remain in the first instance. It goes on to state that if the situation in the refugee's country has not improved after five

years then permanent status would be granted. It is important to note however that a person's temporary leave status could be revoked at anytime should the government decide that a particular country was safe for refugees to return to.

The challenge for Residential staff and Foster Carers is how to support children in managing long periods of uncertainty, which is difficult for adult to cope with let alone children.

The job of supporting asylum seeking and refugee children is not an easy task. Despite the fact that asylum seeking and refugee children are a particularly vulnerable group, child care laws and policies do not always recognise or acknowledge the needs of these children nor do they readily provide the tools to help you support these children.

Major credit therefore has to go out to all the unsung heroes who tirelessly try to the best they can by asylum seeking and refugee children within an ever changing environment. Many children at some point will have to return to their country of origin whether voluntary or otherwise,

However for however long a child may be in the country, Residential staff and Foster Carer have a major contribution to make in helping to heal the wounds, restore trust in humanity, provide opportunities to be children again or for the first time and provide children with the necessary skills and experiences that they can carry with them into adulthood wherever that might be.

Sheree Kane
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The Meaning of Words Used in Working with Asylum Seeking and Refugee Children

The following is a list of words and phrases that you might come across when you are providing a placement for a separated child and what they mean.

It's important to understand the language and words used by professionals working with children so that you feel confident and able to participate fully in any discussions taking place.

Children should be able to clearly understand what other people are saying to them even if this is through an interpreter. If they don't understand, like you they will not be able to contribute and participate in planning for the future. As the foster carer, key worker or residential staff member you may have to explain again what different things mean. If you understand what's being said, the language used, you will be able to be clear with the child

It is important to always ask if you do not understand what another professional is saying or if you feel that the child you are looking after doesn't understand. It is their job to explain in clear language. There is no embarrassment or shame in asking questions. Sometimes professionals who work in one specialist area forget that they sometimes use language that is not understood by other professionals let alone by children. So don't be afraid to ask- you'll be glad that you did.

This is not a list of all the phrases and words used when working with asylum seeking and refugee children but should give a flavour of some of the main words and phrases used. It is important to remember that immigration legislation (laws), policies and procedures can change and new words and phrases introduced. It is therefore important to keep up to date with immigration terminology. You can find details on how to keep up to date with legal changes at the end of this resource pack on page 37.

The following phrases and words are those in use as of May 2006.

Asylum	SSI/DOH (1995) describes asylum as, " the protection granted to refugees by a government," and where governments, " grant leave to enter or remain as a refugee."
Asylum seeker	SSI/DOH (1995) states that an asylum seeker is, " Someone who has left their country and is seeking refugee status."
Separated child Or Unaccompanied Minor	The Separated Children In Europe Programme- The Statement of Good (Practice 2004) states, " <i>Separated children are children under the age of 18 years old who are outside their country of origin and separated from both parents, or their previous legal/customary primary caregiver.</i> "

Refugee	The 1951 United Nations Convention defines a refugee as someone outside his or her own country: “ <i>Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.</i> ” (Article 1A (2)).
Displaced Person	SSI/DOH (1995) describes a displaced person as , “ <i>someone who has left their home in fear, but has not crossed an international border.</i> ”
Economic Migrant	SSI/DOH (1995) describes an economic migrant as, “ <i>someone who has left their homeland to find work and hopefully, a better standard of living in a new country.</i> ”
Accession Countries	The 10 Accession countries who joined the EU on the 1 st May 2004 are: the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, the Slovak Republic, Slovenia, Cyprus and Malta. A person cannot claim asylum from these countries as with the rest of the EU
Age Dispute	This is where the Immigration and Nationality Directorate (IND) do not accept the age stated by an asylum seeker for example if a person comes to the country
Asylum and Immigration Tribunal (AIT)	The AIT hears appeals against decisions made by the Home Office in asylum, immigration and nationality matters
Certificate of Identity	A brown travel document is issued by the Home Office to people with limited leave to remain (ELR, DL, HP) upon a payment of a fee for travel abroad. This document will only be issued if the person needs to travel for one of the following reasons: essential employment/business related reasons, exceptional compassionate grounds, study, religious reasons and other important reasons of conscience.
DL(Discretionary leave)	Discretionary Leave is time limited permission to stay, granted where the Home Office does not accept that either refugee status or humanitarian protection is appropriate. Since the abolition of exceptional leave to remain, this is the common form of leave given to unaccompanied asylum seeking children. DL is usually given for 3 years

or until the child's 18th birthday (which ever is shorter) although the period might be shorter for an unaccompanied minor (UASC) from "white list" countries

ELR	Exceptional leave to Remain was abolished on 1 st April 2003 and has been replaced by two types of leave: "discretionary leave," and "humanitarian protection."
Failed Asylum Seeker	This is someone who has applied for asylum, been refused and has no appeal pending.
Former Unaccompanied Asylum Seeking Child	This term is used for a young person who was an unaccompanied asylum seeking child when they arrived in the UK but has since turned 18.
Humanitarian Protection	This leave is given to someone who does not fulfill the criteria to get refugee status however cannot be returned (deported) because there is a serious risk that their rights under Article 3 European Human Rights Law would be breached i.e. they could be killed or face the death penalty. Serious criminals, terrorists and others posing a threat to national security can be excluded from humanitarian protection. Since the 30 th August Humanitarian protection is given for five years. Prior to this it was only given for three years. If it is deemed that protection is still needed after this time, the person will be granted indefinite leave to remain.
IND	The Immigration and Nationality Directorate is the part of the Home Office which deals with immigration, nationality and asylum issues. All applications for asylum are considered by IND staff.
NASS	National Asylum Support Service provides accommodation and/or subsistence to otherwise destitute asylum seekers. Adult asylum seekers and their families are supported by NASS. Unaccompanied minors are not assisted by NASS but may in certain circumstances, transfer for NASS funding when they reach 18.
Overstayer	A person who was lawfully in the UK but whose leave to remain has expired and who did not apply for an extension of that leave while it was

still current. Overstayers are in breach of the Immigration rules and are liable to being removed from the UK.

Refugee Leave

Since August 2005, those who are recognised as refugees are granted time limited permission to stay. Refugee leave is granted a period of five years after which the refugee is eligible to apply for indefinite leave to remain.

Removal Centres

Formally called detention centres. These facilities are for detaining asylum seekers and others subject to immigration control. An asylum seeker is liable to detention at any stage of their application. It is government policy not to detain asylum seeking children except in “exceptional circumstances.” Despite this many are detained either as part of a family or because their age is being disputed by the Home Office.

White List Countries

This lists the countries from which an asylum claim would be seen as unfounded.

Space for new words and phrases

You can use this space to record any new immigration words/phrases that you come across

Where to Find Information on Country of Origin

When a child comes into the UK and is placed in your care, you may have little or no information about the child, their history or about where they come from. The child may be the only source of information, however there are resources available which can give you additional information about the countries and cultures that the child has come from.

Although this is no substitute for talking with the child or gathering information from refugee organisations and community groups, using the follow resources may provide in-roads in terms of showing an interest or the basis for opening up discussion on neutral topics. This may give you an insight into how the child sees the world, their culture, beliefs and customs which may be very different to your own. More direct and personal questions about what has happen to the child and about their family are more than likely to be answered when a relationship has been built and trust has been established.

For those working in residential settings or are fostering a few children from different parts of the world, looking at the differences and similarity between cultures, countries etc can help to build understanding and respect between children.

There is a wealth of information available on the country of origin of asylum seekers and refugees who are living in the UK.

The following is not a definite list of resources but is a sample of what is available. Not all the resources quoted are specifically about or for those working with refugees and asylum seekers. More general resources on non-refugee and asylum producing countries are also included.

Useful Websites- Country Profiles

UNHCR: <http://www.unhcr.org/cgi-bin/texis/vtx/rsd>

On the UNHCR (United Nations High Commissioner for Refugees) website there are databases containing country of origin Information and legal information compiled by UNCHR.

On the site, the UNHCR state that, “ the information provided is essential for the refugee status determination procedure and it is often the only and most complete tool that is available for refugee related issues. It is also useful for research purposes.”

Home Office/IND:

www.ind.homeoffice.gov.uk/ind/en/home/laws_policy/country_information.html

Provides up to date brief summaries on general information, political and human rights situation on refugee producing countries.

The Foreign & Commonwealth office: <http://www.fco.gov.uk>

The Foreign and Commonwealth Office provides country profiles, which includes statistical information, geography, history, politics, economy, information on international relations, relations with the UK and travel advice. This site provides brief facts, which would provide basic introduction for those wanting to find out about a particular country. As the site states, “ the country profiles are intended for general information and background briefing purposes only.

To find the country profiles on the Foreign and Commonwealth Office website, follow the link for Countries and Regions.

The BBC News Country Profiles: http://news.bbc.co.uk/1/hi/country_profiles/

The BBC has produced what it describes as “ full profiles providing an instant guide to history, politics and economic background of countries and territories and background on key institutions.” The site is easy to use and provides basic information on many countries around the world.

Amnesty International Annual Reports: <http://web.amnesty.org/report2005>

Gives up to date country-by-country information with details of current affairs, social/political/economic background information and thus can suggest the reasons people may be seeking asylum and the context from which they have fled.

UNICEF: www.unicef.org/index.html

Provides information on issues affecting children and country information. To access information on country, you should follow the link- “ info by country,” on the menu at the top of the page

QCA: <http://www.qca.org.uk/9984.html>

QCA stands for the Qualifications and Curriculum Authority. QCA is a non-departmental public body sponsored by the Department for Education and Skills, Governed by a board whose members are appointed by the Secretary of State for Education and Skills.

The QCA provides information on 43 countries (not all refugee producing countries) covering; background, language, ethnicity, culture, religion, the education system for each country reported on, issues for teachers and schools in the UK, resources.

QCA described their information as snapshots. It is quick and easy to use. Although the intended target audiences are teachers and schools who might come into contact with children who have come from abroad, the information will be of interest to other professionals working with children and young people.

Children's Legal Centre: <http://www.childrenslegalcentre.com>

The Children's Legal Centre, Asylum Seeking and Refugee Children's Project has produced summary sheets on the education systems of 16 refugee producing countries. You can access this information by putting education systems into the search engine of the Asylum Seeking and Refugee Children's Project home page.

Publications

Published Yearbooks e.g. Whitaker's Almanac/Statesman's Yearbook

Description: *Whitaker's Almanac* "Today's World in One Volume" is an annually updated reference source with information on the UK and world. Includes profiles of each country in the world and main economic/social and political developments and events for each given year

Statesman's Year Book similarly contains brief profiles of every country in the world, highlighting key historical events and describing their form of government and social organizations. Also includes statistical data in areas such as defence, economy, energy, trade, and communications.

Pros/cons: Can be more conveniently easily/readily accessible than web-based sources but obviously more static/dated (publishing time-lag means a situation in a country could have changed dramatically by time a book comes out). Possible bias of country/publisher.

Rutter, J (2001) Supporting Refugee Children in 21st Century Britain – a Compendium of Essential Information Trentham Books

Provides in-depth information on the different refugee countries. However given this is a publication any changes or events that have taken place in those countries since the book was published will not be included.

Quick Guide to languages

Country	Languages	Religions
Afghanistan	Pushto, Dari Afghan Persian/Farsi Uzbek, Turkmen, Baluchi, Pashai, Nuristani	Islam
Albania	Albanian (Italian and English also spoken. Greek is spoken in some districts in southern Albania)	Islam Orthodox, Roman Catholic
Algeria	Arabic, French (Berber dialect are spoken south of the country)	Islam
Angola	Portuguese	Roman Catholic
Burundi	French, Kirundi	Protestant Roman Catholic
Congo	French, Congo, Local Languages	Protestant Roman Catholic Islam Local Traditional beliefs
Democratic Republic of Congo	French, Linguala, Swahili, Tshiluba, Kikongo	Roman Catholic Protestant Kimbanguist, Islam, and other syncretic sects and traditional beliefs.
Eritrea	Tigre, Tigringa	Islam Coptic Christian
Ethiopia	Amharic, Oromo, local Languages	Ethiopian orthodox
Iran	Persian (Western Farsi), Azari, Kurdish, Luri, Balochi, Arabic, Turkish	Islam Baha'i
Iraq	Arabic, Kurdish	Islam
Liberia	English, Creole	Islam Christianity
Rwanda	French, English	Roman Catholic Local Traditional Beliefs
Somalia	Somali, Arabic (Italian and English are also used. Swahili is spoken particularly in the south of the country)	Islam (sunni Muslims) Roman catholic (minority)
Sri Lanka	Sinhalese, Tamil, English	Sri Lanka has a mainly Buddhist culture with Hinduism, Islam and Christianity in the minority
Turkey	Turkish, Kurdish, Arabic, Armenian	Islam (mostly Sunni) with Christianity and Jewish religion being in the minority
Uganda	English, Swahili	Christianity
Zimbabwe	English, Ndebele, Shona 14 minority indigenous languages co-exist	Christianity

Language table adapted with permission from fast facts in the National Resource Centre for Ethnic Minority Health (2005) *Asylum Seekers and Refugee Resource Pack for Health Professionals*. Health Scotland

Names

A name can reveal much about a person's history, culture, religion, beliefs, family and social world.

Even if someone does not know where their name comes from or perhaps it has been changed for various reasons our names are a part of our identity.

An interesting point to make is that sometimes children will use a different name to the name they were given at birth or used within their family/community or country of origin. This equally applies to adult who might adopt a name that is more common to the predominate culture, as way of assimilating into their surroundings or perhaps they have felt that their name has been mispronounced so many times that they end up resigned to answering to the name that keeps being used by others.

For all professionals it is always important to find out what the child wants to be known by and if it is very different to the name they came into the country with i.e. referring to themselves as John rather than Koorush then this may need to be explored to see if there are any issues in regards to self-esteem, identity and socialization. Many teenagers born in the UK go through a period of changing their names as a need to fit in with their peers and as they grow in confidence and self-belief feel more able to assert themselves and their identity.

It is also important to know what surname and personal name the child or young person will be using for official purposes in the UK i.e. immigration papers. If you notice any mistakes on immigration papers or documentation sent by the child's social worker etc, this should be highlighted and corrected as soon as possible.

A common mistake is the order of names and spelling mistakes. Getting the spelling and pronunciation correct is a mark of respect to someone else's identity and who they are.

Names have different patterns in different cultures as the following will shown and does not necessarily follow the same pattern as one might expect or assume in the UK.

Iranian Naming system ⁽¹⁾

- All Iranians use the same naming system
- Iranians have one or more personal name and a surname
- Iranian women do not change their surname on marriage
- Children take their father's family name

Chinese Naming System ⁽¹⁾

- Chinese names are usually made up of three parts
- The surname comes first and is followed by a middle (or generational) name- which often shared by siblings, or cousins, of the same generation. The third name is personal to the individual.

Example: Mao Zedong (Chairman Mao)		
<u>Surname</u>	<u>Middle or generational name</u>	<u>personal name</u>
Mao	Ze	Dong

Somali Naming system ⁽¹⁾

- Somali names come in three parts
1st name- is the given name
2nd name- is the child's father's name
3rd name- is the child's paternal grandfather's name

Examples

Mohammed Jama Abdi (male)

Personal	Father	Grandfather
Mohammed	Jama	Abdi

Sashra Omar Hassan (female)

Personal	Father	Grandfather
Sashra	Omar	Hassan

- Siblings both male and female will share the same second and third name.
- Women do not change their name on marriage

(1) Information on naming systems taken with permission from National Resource Centre for Ethnic Minority Health (2005) *Asylum Seekers and Refugee Resource Pack for Health Professionals*. Health Scotland

Food Laws- Religion

The following list provides a rough guide to religious/cultural laws around food and drink. It does not cover all religions and cultures but is intended to highlight the importance of being aware that there may be differences to what you might eat or drink or considerations when buying food and food preparation. The child you are caring may not necessarily follow strict religious teaching however it is worth checking out whether there are particular observance made in regards to food.

	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism
Eggs	Some people	Yes	Some people	Yes, but not with blood spots	Yes, but not with blood spots	yes
Dairy products: milk, cheese, butter etc	Yes	Yes	Not if made with rennet	Not if made from rennet and not within 3 hours of eating meat	Not if made from rennet	yes
Chicken	Some people	Yes however some people do not eat meat during Lent	Some people	Kosher	Halal	Yes, but not if Kosher or Halal
Lamb	Some people	Some do not eat meat on Fridays but have fish instead	Some people	Kosher	Halal	Yes but not if Kosher or Halal
Beef	Some people	yes	no	Kosher	Halal	Not usually
Pork	Some people	Yes	Rarely	No	No	No
Fish	Some people	Yes	With fins/scales	With fins/scales	Yes	Some types
Shellfish	Some people	Yes	Some people	No	Yes	Some people
Animal fats	Some people	Yes	Some people	Kosher	No	Some people

	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism
Nuts, vegetables, pulses	Yes	Yes	Yes	Yes	Yes	Yes
Fruit	Yes	Yes	Yes	Yes	Yes	Yes
Tea, coffee	Yes	Yes	Yes	Yes	yes	yes
Alcohol	Some people	Some people	no	Yes but wine should be Kosher	no	Some people
Fasting	Some people	Some people	Some people	Yes, during Yom Kippur	Yes, during Ramadan	no

Food Laws table taken with permission from National Resource Centre for Ethnic Minority Health (2005) *Asylum Seekers and Refugee Resource Pack for Health Professionals*. Health Scotland

Identifying the Needs of Asylum Seeking and Refugee Children

It is fair to say that as you live or spend the majority of time with the child you will probably know them better than anyone and therefore have a key role to play in identifying and helping to meet their needs.

Although as the carer or key worker you should be routinely asked to contribute to any assessment taking place, and in making plans, this might not always happen. That doesn't mean that you can't contribute.

You also have an important role in advocating for the child to ensure that they have a say in what is happening and what is written in assessments and plans. This might mean simply explaining again or answering questions or this could mean communicating on behalf of a child who doesn't feel able to express their views on paper or in meetings.

Identifying and meeting the needs of asylum seeking and refugee children can feel overwhelming and a bit daunting. You may have never met or cared for a child/young person from a particular country, culture or religion and know little or nothing about what his or her needs might be as a result.

However all children's basic needs are the same. The additional needs you have to consider include immigration issues and how this might impact on the child you are supporting. You will also need to gain an understanding/insight into the child's culture and background and how this might need to be addressed. How will you help a child integrate and settle in the UK whilst helping the child to retain their identity, their roots?

There also has to be an awareness that the children you support and look after may face discrimination on many levels; being an asylum seeker, refugee etc, because of their ethnicity, culture, religion or beliefs, their gender, sexuality, age or because they are in the care system. As a child even if they are near adulthood there are safety issues to consider; do they know how to look after themselves, what to do if they find themselves in a difficult situation, how to keep themselves safe when they are on their own or with friends.

As with all children, needs will change over time and support and services will need to alter to meet those needs.

In order to make the job of assessing and meeting needs manageable the following model has been devised to help you focus on breaking down the task.

The aim is to provide you with a tool to help you feel more confident in identifying needs more effectively and therefore more confident in contributing to the child's assessments and plans.

The model places the child's needs at the centre. It will assist you to avoid thinking what the child might require or jumping ahead and thinking about what services you have available rather than identifying the actual need. The difference is shown in the case study that follows.

Case study 1

Albion has been having regular nightmares, getting up in the middle of the night and falling asleep in class. Both the social worker and the school are concerned.

The social worker feels that Albion needs counselling.

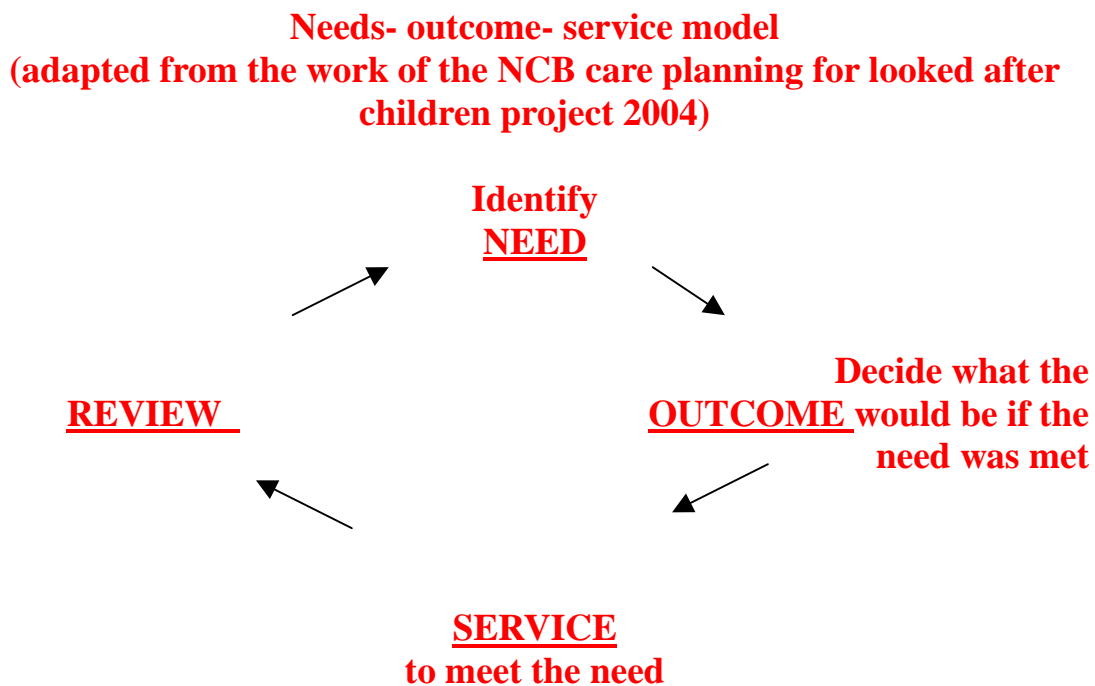
What is being described here is a service and not a need. By saying Albion needs counselling might suggest that a specialised service is required and that only someone with counselling expertise is able to offer help. It may be the case that there is a long waiting list for counselling services or no services available in the area. If the social worker said that Albion's need is counselling- straightaway we might think that this need can't be met.

Albion may not wish to see a counsellor or may not understand what a counsellor does. In some countries this service might not exist or may have negative associations with mental illness or to receive counselling, in some cultures might be perceived as a sign of weakness. Some children and young people may not want to talk to someone they see as a stranger, preferring to talk to someone they have already begun to build up trust with whether this be a foster carer, their key worker or social worker.

So How do you Establish Albion's Needs?

The Model

The following model can be applied to the assessment process of any child, not just separated children.



NEED

What children and young people require to thrive, for their health and development in order to maximize their

opportunities to reach their full potential as they move towards adulthood and beyond

OUTCOME

Think about what do you want to achieve. In order to know whether you met the need, you need to establish exactly what outcome you are looking for. If the outcome states that the young person be happy, this would be too vague. How would you know if you achieved this? Is this actually a realistic outcome as no human being is happy all the time? Outcomes need to be SMART

S Specific
M Measurable
A Achievable
R Realistic
T Time limited

You should also be able to provide evidence that the outcome has been met.

SERVICE

Think about the task that needs to be done to meet the need and who will do this. A service can be a person like a foster carer doing a particular task i.e. listening to a child about their concerns or it could be an organisation providing or doing particular task/s that can meet a particular need i.e. a counselling service providing trauma counselling

REVIEW This is when you look at whether the service you put in place, or the task undertaken to address the need has achieved the outcome you were looking for. If the need has not been met, then you may need to look at another service to meet the need

UNMET NEED It is extremely important to record needs that have been identified and have not been met or cannot be met and the reasons for this. This information is important for Local Authority in terms of strategic planning and for highlighting issues affecting the ability to meet identified needs

Applying this to Albion

In applying this needs, outcome, service model, Albion's situation looks different.

Case Study 1

Albion has been having regular nightmares, getting up in the middle of the night and falling asleep in class. Both the social worker and the school are concerned.

Need- Albion needs to sleep and not have trouble sleeping. He needs ways to express the fears causing his nightmares so that this does not intrude on his sleep.

Outcome-	That Albion sleeps free from nightmares, Albion is not falling asleep in class
Service-	The social worker to provide the opportunity for Albion to talk about his nightmares and express the fears that may be causing the nightmares to occur. The Social Worker and Albion to explore strategies for dealing with the nightmares.
Review-	If the service put in place doesn't achieve the outcome described above- then a different service should be put in place.

It may be that after trying different approaches to addressing Albion's nightmares that a specialist counselling service might be required but this would be done with Albion's full agreement. In order for any service to be effective, the child or young person should be consulted and be in agreement to the rationale behind the service being offered. This case study has used the example of a social worker providing the service but it could easily be the foster carer or the key worker or another member of the residential staff team that a child trusts that is providing the support.

This is only a case study but it should highlight the importance of talking to children about the needs that have been identified, as the child concerned may be able to offer solutions and ideas about how they might wish this need to be addressed.

The following are two sample formats for recording a child's needs that may be useful as a means of summarizing needs for contributing to assessments, as an aide for meetings or for making key points to include in reports or consultations. This is not intended to replace any local format that you are required to use but as an additional tool.

Needs/outcome and service framework for children 0-16

Area	Need	Outcome	Service (State if need not met)
Immigration			
Placement (long term and short term)			
Integration into the local community and life in the UK			
Health			
Emotional and behavioural development			
Leisure			
Education including language and cognitive development			
Family and social relationships			
Identity			
Self care skills (For older children)			
Financial arrangements			
Support			
Future plans			

Needs/outcome and service framework for the 16+ age group

Area	Need	Outcome	Service
Immigration			
Placement & accommodation (long term and short term)			
Integration into the local community and life in the UK			
Health			
Emotional and behavioural development			
Leisure			
Education, employment and training			
Family and Social relationships			
Identity			
Self care Skills			
Practical Independence And life skills			
Financial arrangements			
support			
Plans post 18			

Statutory Child Care Review and Pathway Planning Meetings

What review meetings are for

It is a legal requirement that the plans for looked after children and young people are reviewed. This is done in a meeting called a Statutory Child Care Review meeting or LAC (looked after child) review. All Statutory Child Care Review meeting have to be chaired by an independent person, which we called an Independent Reviewing Officer (IRO).

LAC reviews or statutory child care review meetings take place as long as the child and young person is looked after by the Local Authority.

Before the age of 16, the care plan will be the main focus of the review meeting. Once a young person turns 16, if they are eligible under the Children (Leaving Care) Act 2000, the pathway plan becomes the care plan. Once the young person turns 18, if they have continued to qualify for services under the Children (Leaving Care) Act 2000, then their pathway plan should be reviewed at least every six month until they reach 21 or beyond if they continue to receive support and services from the Local Authority.

The aim of review meeting is to look at what has happened since the last review meeting, how the child is progressing in all aspects of their development and to decide what action needs to be taken, to continue to meet the needs of that child. From the age of 16, the focus of any plan should be about preparation for adulthood.

Timetable for review meetings

There is a clear timetable of when these meetings should take place.

1 st review	this should take place within 4 weeks of the child or young person first being looked after or when they have changed placements.
2 nd Review	this should take within three months of the first review. At this meeting the permanency plan should be agreed.

Reviews thereafter should take place every six months or earlier if a change needs to be made to the care plan. A child can ask for the review meeting to be brought forward. An advocate, a foster carer, key worker or residential staff member could make the request on the child's behalf if they more comfortable doing it this way. An Independent Reviewing Officer might also set an earlier date for the next review to check on progress for example.

Your role

As the main carer you will be asked for your feedback on how the placement has been going and how the child has been progressing. It is important that you feel confident and able to explain this. As a key person in the child's life you play a vital role in

summarising what has been happening since the last review meeting, identifying the child's needs and contributing to the discussion about how these needs might be met and the future plans. You also play a vital role in helping children to express their wishes and feelings within the review process.

The Independent Reviewing Officer will want to know your thoughts on how the placement has been. It is really important to get a full account of the child's strengths and their progress in all aspects of their development and any areas that require action. This will help the Independent Reviewing Officer to ensure that the appropriate plans are put in place and that the child is getting all the support they need.

As well as your preparation for the review meeting, the child you are caring for may need help with preparing for the review meeting. The following is a quick checklist to help you with preparations.

Preparation checklist

- Is the review meeting child centred, will it get the best out of the child I am working with or supporting, is there a different way the meeting could be run or held that will help.
- Do you know when and where the review meeting is taking place?
- Are the travel arrangements sorted out for you and the child/young person, if the review is not taking place at your home?
- Has school, college been alerted that a child has to leave early or come in later- if the review is being held during the day.
- Has the interpreter been sorted- this may not be your job, but it may be a reminder for the social worker or the YP & CSW?
- Have you had the consultation forms- does the child need help feeling them in?
- Does the child understand the purpose of a review meeting is and who is going to attend?
- Is there anyone that the child would like to be present or not present- this would need to be communicated to the social worker/YP & CSW or Independent Reviewing Officer as early as possible.
- Do you know what you are going to say; have you discussed this with the child, your line manager.
- Do you or the child have a list of questions for the review?

The child's social worker or YP & CSW is responsible for arranging the review meeting. The meeting should be held at a time that is most convenient to the child and ideally in a place that they feel most comfortable. This is usually their placement

The Review Meeting

A record of what has been said will be taken during the meeting either by the Independent Reviewing Officer or a person responsible for solely taking the minutes.

The meeting should take approximately 1-1½ hours. It can be difficult for adults to concentrate for long periods of time so for children it can be even more difficult. You may wish to think about more creative ways of facilitating the meeting which is child

centred and suggesting this to the independent reviewing officer in advance of the review meeting. There are many different ways review meetings can be facilitated and still cover the important issues and make decisions. Here are just a few examples suggested by Lanyon and Sinclair (2005) *My Turn to Talk- a Guide to Help Young People in Care Have a Say about How They are Looked After*. NCB

- Having a meeting while eating a meal
- Playing a game or activities like drawing to help a child talk about things
- Having the meeting in a relaxed place

If there is anything that you don't understand during the meeting or do not agree with, do not be afraid to raise this with the independent reviewing officer. You may also need to advocate on behalf of the child if they are not happy with what is being said or you feel that they don't understand.

One idea that has been tested out in review meetings in one local authority was the use of yellow cards, distributed to everyone in the meeting. If at any point someone doesn't understand what's being said the person should raise the yellow card and the person who has been speaking should go back over what they have said using different words or giving a fuller explanation.

You know the child in your care and therefore if you know that they are not going to feel able to voice their opinion, it's worth devising a strategy to deal with this. The following are some ideas.

1. Sit next to the child in the review meeting so they can communicate with you easily.
2. You could agree a verbal or non-verbal method of communication between you and the child that highlights for example; if they don't understand, or they are not happy or want time out to consider what's being said.
3. You could take in paper, so that the child can write what they think. If they are not fluent in written English, an interpreter could translate.
4. For younger children, you could use stickers or ready made cut out figures for the child to use if they are happy or not happy with what's being said or about a decision.

After the review meeting

Following the meeting, you might want to consider going through what was decided again with the child to ensure that they understand the decisions that have been made and if the child has any further comments, suggestions or views that have not been expressed during the meeting, these can be forwarded on to the Independent Reviewing Officer

Holidays

If you are a foster carer, at some point in time you may consider taking your family and your foster child away on holiday. You may even consider a trip abroad.

It is important however to be aware that there may be restrictions on your foster child's ability to travel outside of the country. A child may not be able to go on a last minute holiday (which is often the cheapest way to travel) as travel documents would have to be applied for. The following section explains the travel restrictions for asylum seekers and refugees.

Travel

Save the Children (2005) state that children who have been granted Exceptional leave to Remain, Humanitarian Protection or Discretionary leave are only being granted certificates of identity otherwise known as the "brown document," to allow them to travel for the following reasons;

- Essential employment or business
- Exceptional compassionate grounds
- Education (i.e. study trip)
- Religious reasons
- Or other essential reasons of conscience.

Should you be planning a holiday, you should speak to the child's allocated worker, as legal advice may need to be sought as to whether the child will be able to go. Also travel documents are not free.

Children who have been recognised as refugees will be able to apply for travel documents which is called, the UN Convention Document (CTD) otherwise known as the "blue document," and can travel to any country apart from the country that they have fled from and consequently sought asylum as a result.

It is important to be aware of the consequences of traveling back to a country of origin unless they are returning permanently or as part of a returns programme. This would be an issue for older children. They will need to be aware that their leave to remain in the UK as it might be seen that they are no longer in need of protection if they are able to travel back to their country of origin or the country from which they sought asylum. Young people should seek legal advice about this matter even if they have been living in the UK for a number of years and are intending to visit family.

As with all legal information, travel procedures and regulations are subject to chance and therefore the child's allocated worker (social worker etc) should check the current legal position. The important note for foster carers is discuss any plans for holidays and travel in advance to avoid any unnecessarily distress for you, your family and your foster child.

Professional Development

The Personal and Professional development framework has been designed as a tool to help you think about your needs as a foster carer or Residential worker. The aim is to provide a framework that you can use to discuss with your supervising social worker or line manager in order to ensure that you are getting the right training and support to enable you to develop your skills and knowledge in working and supporting asylum seeking and refugee children. It is suggested that you photocopy the framework so that you can use it again at a later stage when you come to re-evaluate what your needs are.

Professional and Personal Development Framework

Area	How is this need currently met	What are my needs now	Action to be taken
Supervision			
Support (formal and informal)			
Knowledge about the needs of asylum seeking children			

Area	How is this need currently met	What are my needs now	Action to be taken
Training in caring and working with asylum seeking children			
Being Valued for what you do			
Looking after myself			

Useful contacts

This is a space to write useful contacts

Name	Organisation/job title	address	Telephone number

Contacts Directory

Organisations for Foster Carers

- BAAF (British Association for Fostering and Adoption)

Saffron House

6-10 Kirby Street

London

EC1N 8TS

Tel: 020 7421 2600

Email: email@baaf.org.uk

Website: www.baaf.org.uk

- Fostering Network

The Fostering Network

87 Blackfriars Road

London

SE1 8HA

Tel: 020 7620 6400

Fax: 020 7620 6401

Email: info@fostering.net

Website: www.fostering.net

Organisations for Residential Staff

- NCERCC National Centre for Excellence in Residence Child Care

Provides up to date information on significant policy, research and practice developments; opportunities to exchange and promote good practice, the means to highlight issues critical to the well being and life chances of children in residential care and access to practice tools and materials for service and practice improvements. NCERCC also hosts the Children's Residential Care Network (CRN), which provides a forum for sharing good practice ideas. The network distributes up to date information and news on developments within residential child care through a mailing list. It also produces guidance on minimum standards for children's residential child care.

Contact: Jonathan Stanley on 020 7843 1168

www.ncb.org.uk/ncercc

Refugee Organisations in Kent

- Migrant Helpline

Provides general information and advice- a one-stop shop service. Provides information on where to get legal advice and information on services and support available in the locality. There are offices all over Kent. Contact Head Office for details

Head Office

Freight Services

Approach Rd,

Eastern Docks,

Dover,

CT16 1JA
Tel: 01304 203977

- Kent Refugee Support Group
Omega House
7 New Street
Margate
CT9
Tel: 01843 280225

- British Red Cross - Youth and Education, South Eastern Territory
01580 713345

- Thanet Multi-Agency Resource Centre
1 Cecil Street,
Margate
Kent
CT9 1NX
Tel: 01843 209607

Other Organisations and Resources - Asylum Seekers and Refugees A-Z

A

- Albanian Youth Action
Albanian Youth Action aims to help young Albanian speaking refugees adapt to life in the UK. The website provide information and advice to young people in English and In Albanian on a wide range of topics. It also provides up to date information on events and services for Albanian speaking young people. For further details see the website or contact Albanian Youth Action

Albanian Youth Action Project
The Strand Centre
Elm Park
London SW2 2EH
Tel: 020 8674 0800
info@albanianyouthaction.org.uk
www.albanianyouthaction.org.uk

- Angolan Advice and Information centre
Imperial House
64 Willoughby Lane
London N17 OSP

Advocacy Services

- Voice
Head Office and South East
Unit 4, Pride Court, 80-82 White Lion Street, London
N1 9PF

Tel: 020 7833 5792

infor@voiceyp.org

www.vvv-uk.org

(see regions directory for details of regional offices)

- NYAS (National Youth Advocacy Services)
99-105 Argyle Street
Birkenhead, Wirral
Ch41 6AD
Tel: 0151 649 8700
Tel: 0800 616101 (helpline for young people)
info@nyas.net

B

- British Red Cross
www.redcross.org.uk

C

Child Care Legislation and policy

- DfES - Department for Education and Skills
www.dfes.gov.uk
- Every Child Matters Portal
www.everychildmatters.gov.uk

- Choice Protects

The Choice Protects programme on the every child matters website will be of particular interest to foster carers covering news, publication and information re: fostering related issues. To access this part of the website go to:

www.everychildmatters.gov.uk/socialcare/lookedafterchildren/fostercare/

- Info4Local

Information for Local Government from Central Government

www.info4local.gov.uk

D

No resources listed

E

Education

- ACE (The Advisory Centre for Education)

The Advisory Centre for Education (ACE) is an independent advice centre for parents which foster carers can tap into. It offers information about state education in England and Wales for children aged 5-16 years. They also offer free telephone advice on a

range of issues including school admissions appeals, exclusions and special educational needs.

www.ace-ed.org.uk

- Department for Education and Skills (DfES)

www.dfes.gov.uk

- Education Grants Advisory Service (EGAS)

Provides guidance and advice on funding for post 16 study in the UK

Tel: 020 7254 6251

www.egas-online.org/fwa/index.html

- Educational Maintenance Award (EMA)

www.dfes.gov.uk/financialhelp/ema

- Ethnic Minority Achievements- DFES

www.standards.dfes.gov.uk/ethnicminorities/

- Learning Skills Council

LSC has a web page that provide information on education entitlements and provide information on further education funding.

Helpline: 0870 900 6800

www.lsc.gov.uk

- National Refugee Integration Forum (NRIF)

This website was launched in February 2006 and provides a comprehensive guide with links on all educational matters regarding refugee children and young people

www.nrif.org.uk/education/index.asp

- Parents centre

www.parentscentre.gov.uk is a useful resource aimed at helping parents understand the structure of the school system in England and explains the national Curriculum. It will also be of use to foster carers. Included are leaflets giving information in 11 different languages about the school curriculum, how to help a child read and write, special educational needs and many other subjects.

- Q & A (Qualifications and Curriculum Authority)

Q&A provides information and advice on rights and entitlements, advice to teachers on induction, support and pathways for learning for new arrivals. Has a dedicated section on the website looking at the issues affecting unaccompanied minors. Provides country information on 43 countries covering: background information, language, ethnicity, culture, religion, the education systems for each country reported on and issues for teachers and schools to be considered.

Tel: Enquiries: 020 7509 5556

info@qca.org.uk

www.qca.org.uk

Country Information: www.qca.org.uk/9984.html

F

Family Tracing Service

- British Red Cross Society
Refugee Services and International Tracing and Message Services
44 Moorfields, London
EC2Y 9AL
Tel: 020 7877 7000
www.redcross.org/trace

G

No resources listed

H

Health

- Harpweb
Asylum seekers and refugee health portal. Provide a wide range of information on health issues.
www.harpweb.org.uk
- Healthy Care
The Healthy Care programme funded by the Department for Education and Skills is a practical means of improving the health of looked after children and young people. The website contains a wide variety of information including a training programme specifically for foster carers and briefings providing information on looked after children on key topics that signpost to further resources and help.
www.ncb.org.uk/healthycare

I

- Iranian Community Centre
266-268 Holloway Rd
London, N7 6NE

J & K

No resources listed

L

Legal

- The Children's Legal Centre- The Asylum Seeking and Refugee Children's Project
The project's website is aimed at non-immigration specialist professionals working with asylum seeking and refugee children. Provides up to date information on rights, entitlements and issues affecting asylum seeking and refugee children.

Children's Legal Centre
University Of Essex,
Wivenhoe Park
Colchester
Essex CO4 3SQ
www.childrenslegalcentre.com

Citizenship

For information on citizenship see the Home Office website
www.ind.homeoffice.gov.uk/british_citizenship/english/homepage.html

- ILPA Immigration Law Practitioners Association
Tel: 020 7251 8383
info@ilpa.org.uk
www.ilpa.org.uk
- Immigration and Nationality Directorate
www.ind.homeoffice.gov.uk
- Immigration Advisory Service`
Provides free legal advice & representation on immigration matters
Tel: 020 7967 1200
www.iasuk.org

M

- Multikulti
The Multikulti website offers translated information and advice on welfare law, debt, employment, health, immigration and welfare benefits in the following languages: Albanian, Bengali ,Chinese, Farsi, French, Gujerati, Somali, Spanish and Turkish.
www.multikulti.org.uk

N

- NASS (National Asylum Support Service)
Information about NASS can be accessed through the Immigration and Nationality Directorate website

O

No resources listed

P

- Princes Trust
The Prince's trust has a range of opportunities on offer to all young people including asylum seeking and refugee young people. There are financial awards available (see criteria on website) for young people 14-25 to help access education and travel e.g. travel & books etc. to find out more information see their website
www.princes-trust.org.uk

Q

No resources listed

R

- Refugee Access

Refugee Access is an informative website for asylum seekers, refugees and agencies working in Yorkshire, Humberside and the Liverpool area. The website has wider appeal in that it has a range of resources helpful to asylum seekers, refugees and professional working in the field wherever they are in the UK.

Amongst their resources there are translated materials on asylum, harassment, legal advice, health, volunteering, guide on how to use information technology in the UK (email, internet etc), practical issues such as dealing with the TV licence and women's right. There is a directory of useful resources and examples of best practice.

www.refugeeaccess.org.uk

- Refugee Action

Refugee action has offices all over the UK. They provide advice and support to asylum seekers and refugees. Refugee Action runs the Choices Project, which provides confidential and impartial advice to refugees, and asylum seekers who are considering returning to their country of origin. See website for details.

Refugee Action

Head office

The Old Fire Station

150 Waterloo rd

London, SE1 8SB

www.refugeeaction.org.uk

- Refugee Council Panel of Advisers,

The Panel of Advisers is a service offered by the Refugee Council providing advice and information to unaccompanied refugee children

Refugee Council

240/250 Ferndale Rd

London

SW9 8BB

(Close to Brixton underground on the Victoria Line)

Advice line 0207 346 1134

10am-5pm (Mon- Fri)

Drop in service - at Brixton office

9:30am-5:00pm (Mon-Fri)

S

- Save the Children
www.savethechildren.org.uk

T

There are no resources listed

U

There are no resources listed

V

Voluntary Returns

- Refugee Action - Choices project
Offers confidential, impartial information and advice to those considering a return to their country of origin
For further Information contact the nearest office or see the website.

Tel:

London: 020 7654 7719/8

Manchester: 0161 233 1216/9

Leeds: 0113 244 5345

Leicester: 0116 261 4841/4846

Website: www.refugee-action.org.uk/ourwork/choices/

- IOM (International Organisation for Migration)
Offers help and advice to asylum seekers who wish to return home

21 Westminster Palace Gardens

Artillery Row

London

SW1P 1RR

Tel:0800 783 2332

www.iomlondon.org

W,X,Y,Z

No resources listed

Training and Development: Reading and Information

Certificate in Social Care Practice for Asylum Seekers and Refugees (Young People)

The University of Kent, European Centre for the Study of Migration and Social Care run a part time course (1 day a week for 15 months) for those who work in services for young asylum seekers and refugees.

This course would be particularly suitable for foster carers and leads to a certificate and qualification

The course covers:

- * Social care practice
- * Asylum policy and practice
- * Young people and social care practice
- * Anti-discriminatory practice
- * Working with cultural diversity
- * Assessing mental health and social care needs
- * Empowerment and user involvement
- * Team work
- * Achieving change

If you like to find out more about the course, vacancies and term dates, contact Joanne Htut on 01227827 613 or email her at j.l.htut@kent.ac.uk

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NCB

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