

Appendix A - Case Studies

Education – Looked After Children in Education (LACE) Youth Mentors

A was introduced to his LYM due to truancy of lessons at A Cardiff Secondary School. A would roam around the hallways and, on occasions, not attend school at all and visit his mother at her home.

A was contacted regularly by his LYM at his foster placement to discuss reintegration back into school and post 16 destinations. A has lost confidence in his ability to socialise and was playing games on his computer until the early hours of the morning.

As a result, LYM took A to play football to learn about A's hobbies to help support A to return to school and apply for a post 16 provision. LYM had built a good relationship with A and was able to support A to return to school to sit his GCSEs and also helped him apply for a place at college, where he received a conditional offer.

His LYM also referred Child A to Into Work, BrightStart programme, to engage Child A over the summer and keep a steady routine ready for September.

A has responded well to enrolling in College. A attends 3 days a week and has begun to socialise with other peers in his classes. A has become more independent and has started to ride the bus on his own. His confidence has increased since he has attended College. A had struggled at first with lecture/lesson times being a struggle to keep to time, but A has been eager to keep attending college and his SW is working on time efficiency with him.

Children Services – Leaving Care team

When moving to Personal Advisor services, B had failed all of her A Levels, so her PA having some knowledge of the educational system post 16, managed to liaise with a local College to enrol her on a course, that was course work based, since it was evident that B was struggling with the exam based A Level course. B enrolled onto an Access to HE in Health & Social Care and passed with excellent grades.

B then decided she would like to work as a social worker and was advised by PA to undertake some work experience in an area, alongside her studies, that would relate to this, which she did. She worked in a local elderly people's care home, and this assisted her university application. Due to her age – being so young – PA knew that this would support any application for a university degree to social work.

B applied for 3 universities, was accepted by all. She is now studying for her Social Work Degree, and achieving very good grades. So far she has achieved a 2:1 for 1st semester, and is on track to keep up these great grades.

B has been supported by the PA services with regards to her accommodation since she found living in halls too distracting for her studies. B is now settled in a small flat near the university and this is helping her to focus on her studies.

Into work service

C came to Bright Futures with multiple different barriers to engagement with any sort of employment, education, or training. C has significant mental health difficulties which makes day to living a challenge, and as such has been unable to sustain employment. Through Bright Futures, C has been helped in numerous ways with their wellbeing and with day to day living.

When C was first referred to Bright Futures, they had occasionally volunteered at a Library in the past. Noticing the passion that C had for working in the library and the positive effects volunteering had on their wellbeing, it was suggested to C that a Bright Start placement would be a good opportunity for them to build up more confidence in the workplace while being supported by a Bright Start support worker.

After a gradual process of helping C preparing for placement, C began a Bright Start placement in a Library. In this placement C thrived and became increasingly confident in themselves and their ability to work more regularly. As such, C applied for a job in one of the hubs as a hub officer. Although not successful in gaining the role it was a huge step for C and something that would not have happened at the start of their time on Bright Futures.

After completing their placement, C has been supported to access sign language courses, something they are extremely enthusiastic about and would like to explore as a future avenue for work. C has now completed three sign language assessments and is continuing to study it.

Alongside supporting C to gain more confidence in relation to work, education and training, Bright Futures have also supported them in relation to their wellbeing. C's Bright Futures mentor has supported them to access assessments at their local Community Mental Health Team so that they can access specialised support for their mental health. In addition, C's mentor has also attended GP appointments with them and supported them in challenging decisions in relation to their mental healthcare and acting as an advocate in C during appointments when they felt too anxious to speak.

After a difficult time and many challenges over the last 12 months, C is now volunteering regularly at their local hub, supporting the hub staff with library duties as and when required. This is something C is thoroughly enjoying, and in the meantime, C's Bright Futures mentor is continuing to help C take steps towards full-time sustainable employment.

Housing – Young persons Gateway

D was referred to YPG aged 16 and was open to Children's Services under Care and Support. They had been staying with a friend for 3 months following a relationship breakdown with their mother. D was described as an extremely

vulnerable young person who presented a lot younger than their 17 years of age. They were diagnosed with dyslexia and showed poor mental health which included self-harm and occasional use of cannabis.

On first presentation to YPG, it was thought that mediation between D and their family would be possible with the intention to return home, however, as D began to share more about their home life it was agreed that this would not be a suitable option. D disclosed that they did not have contact with their father and that their mother was emotionally abusive towards them stating that their mother had said that they did not love or care for them. D had witnessed domestic abuse in the home as well as noting their mother was a heavy drinker and sister used cannabis daily. D's sister had also made direct threats to D which had resulted in the police becoming involved.

D was initially placed in one of YPG's larger 24 hour Supported Accommodation units and whilst they did well for a short amount of time, their cannabis use increased, and they displayed disruptive behaviour around the project. D reported feeling lonely and began to socialise with adults away from the YPG Project who took financial advantage of them and encouraged them to take Class A drugs. The Accommodation Provider ensured that Multi Agency Referral Forms (MARF) were submitted regarding their concerns and also encouraged D to become more involved in the activities in the project and making positive relationships with other residents.

A move to alternative accommodation was discussed, however, when this was initially discussed D did not want to engage with staff. Through persistence, D did begin to engage with support staff and agreed to them making a referral to the Multi-Disciplinary Team (MDT) for additional support and intervention.

An MDT referral was promptly completed and through the partnership of MDT and YPG Accommodation Providers, D was moved to a smaller project. Here they began to engage well with the Complex Needs Case Coordinator via MDT and the accommodation staff who were able to support them to register and attend their GP and a further referral into mental health services was completed. D has been engaging well with counselling and enjoys working with the Diversionary Activities team as an active member of the choir. D is also being supported to explore their gender and sexuality and has joined an LGBTQ+ support group.

Through the support given by MDT and YPG, D is now no longer using Class A substances or self-harming. They feel safe in their accommodation and positive about their future. D is enrolling onto the Learning4Life programme and making great progress in becoming ready to live independently via the Tenancy Training route.