

Referral from housing aid social work essay



Introduction I am a support worker/project worker in a supported housing unit in Nottingham for thirteen female young people between the ages of 16 -25 years who are usually referred from Housing Aid. The service users are homeless, some with a background of domestic breakdown and some have come out of the care system. The basic needs of the service users were addressed in an interview. After referral from Housing Aid an initial assessment of need is undertaken, which covers several needs: physical and wellbeing, such as any medication or health concerns? The young person may smoke or even have drug or alcohol issues and these will be on the referral form. The young person's mental health will then be examined and occasionally there may be additional reports from social workers or schools. High risk service users such as ex-offenders can be referred and these cases may involve probation workers. Mary is 18 years old with Portuguese parents who are separated. Mary's father lives in the West Midlands and her mother lives in Nottingham. Mary lived with her mother and father for a while and then decided to live with her father. On school holidays Mary stayed with her mother. Mary was assaulted by her father at the early age of 10 years old; he hit her with a belt and with a metal bar, which resulted in Mary being placed in care after police and social services involvement. Her friend who lives in Wales is her closest contact but does not see her regularly. She does have other friends; however she avoids them because of their criminal behaviour (Appendix 1). The needs of young women arriving at the project are further assessed through another informal interview and young women are welcomed. The care package offered to young women who arrive at the hostel involves signing a tenancy agreement giving them their accommodation in the project. Each young woman has a self-contained flat

within the project with a bedroom, kitchen and bathroom. Most accommodation costs are met through housing benefits. If the young person is working they pay part of the service after assessment. Mary came to the UK with her family when she was young. They applied for British citizenship but did not pass it over to Mary. As she is an EU citizen, be able to be eligible for housing (Appendix1)The educational needs of the young person are examined. Basic needs in numeracy and literacy are assessed. Personal, social development and health are also taken into account and the young person's ability to budget their money. Young people find the experience of homelessness when navigating the homelessness system(www. depauluk.org, . QUOTE . Without project intervention, many young people would be homeless and at great risk of exploitation and/or bad health. An important skill for this type of intervention is listening or active listening Verbal and non-verbal skills are needed in order to establish a rapport and good relationship between worker and service user. A person centred approach using listening skills and asking questions helps the service users clarify own thoughts, avoiding authoritarian language, and treating people as equal encourages them to think and act for themselves. The importance of engaging young people is to build relationships of trust and developing strategies to work towards change. It is also important to be empathic when engaging with the young person to encourage conversation. All personal feelings are left outside the workplace in order to be professional and maintain boundaries (www. infed. org, 2004). Values are used in everyday language to refer to religion, moral, political or ideological principles, beliefs or attitudes (Banks, 2001). Harrison et al (2010) states youth work is informed by a set of beliefs and helps young people to develop their own set

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of values. The NAOMIE framework is used to identify the needs of the young people (Ingram et al, 2001). This tool is used to identify the young people's need and works well. This has identified some of the barriers in anti-discriminatory practice on working together on issues of inequality, discrimination and oppression (Thompson, 1994). Mary attended weekly support sessions, however, at the time of the first key session, Mary had missed four appointments with Access College which raised concern about her behaviour. I learnt Mary had doubts about being able to apply herself to her educational needs, which affected her Job seekers allowance (JSA). Her service charges were paid by direct deductions from her benefits. Mary will need support in budgeting and has agreed to set up a budgeting plan with her next payment. I agreed to meet with her for a one to one session. In order to probe further into the reasons for not attending I identified motivational interviewing as the best method for Mary (Appendix 1). As a support worker I identified links within the project to refer to external agencies, such as social services and welfare agencies. I was informed from staff that her Keyworker had contact the department of working pensions (DWP) about her JSA payments has stopped. This was due to poor attendances in college she has missed a couple of appointments. In terms of theory I used communication skills with empathy by getting to know Mary's situation at using listening skills about what she says I engaged in the conversation " How is your day?" which I offer refreshments which is an informal way to build a rapport relationship (Egan, 2002). How I develop the relationship with Mary is on-going one to one support. I used these interventions to open up young people to correct expression. It can stimulate a young person's ability to connect with the environment around

them and nurture positive aspiration, confidence and resilience to manage challenging life circumstances. . The theoretical underpinning of the intervention I used the PCS Model by Thompson (1997) demonstrates on how oppression looks at society through institutions are supported by cultural norms and personal beliefs. Being a support worker supporting her with learning tools that challenge oppression. By engaging using wider policy objectives it is a person centred base; will openly discuss within a safe environment amongst their peers and focus on building one's confidence; reassurance within a group, as well as maintaining the learner's concentration. In terms of Personal: Young person 18years old was placed in care after police and social services involvement. Mary came to the UK with her family when she was young. There was no communication between her families and she has left school with low attainment s and poor attendances. In terms of Cultural: Being homeless within the community she is sharing her thoughts and feelings with different groups. Mary has friends whom she avoids now as they are getting into criminal behaviour and friends who are not into trouble. In relations of Structural: a network of divisions such as Connexions, Social Services, Health, and Local Authority. Barriers relates to ethical practice to identify form to anti-discriminatory practice to work together on issues of inequality, discrimination and oppression (Thompson, 1997). Mary is referred to floating support has continuing support from social services. Mary has a leaving care worker, called Susie who visits her from time to time (Appendix1). In terms of social policy, the housing project, as an intervention, is in some ways effective Current social policy is underpinned by legislation to protect and uphold rights and responsibilities around the vulnerable service users at the project. The rights of individual service users

with their statutory responsibilities for Service users they value a person centred approach which is based on challenging the barriers they face in safeguarding their rights and needs. Young people often experience discrimination and are treated unfairly. The Equality Act 2010 is an act that can be used to challenge children and young people's experiences of inequality and discrimination. Housing/Homelessness Act Under the 2002 Homelessness Act, The young people who are referred from housing aid are considered to have a priority need for housing under homelessness Housing Aid provide a range of services and housing options (www. nottinghamcity.gov. uk, 2012) . This legislation which forms social policy is outworked through the project's policies and procedures. In terms of Mary's experience at the project she has been mainly served well. She was homeless and had experienced sexual assault by a close male relative. This caused her to be brought under the care of the local authority I used theories of assessment: Skilled helper (Egan)Risk assessmentsEmpathyMulti disciplinary working partnershipIn terms of anti-oppressive practise Mary has had a positive experience by going through the project. I have identified the theory to help me understand the individual or the situation I used Communication i. e. Egan and Personal, cultural, social Thompson PCS model because help individuals understand more about themselves. In reflecting on the experiences Mary had at the project, I believe her experiences have been largely positive and effective for her on her cultural background. Mary was born in Portugal and as a EU citizen, shown an impact to apply for benefits such as job seekers allowance (JSA) be able to be eligible for housing(Appendix 1). The limitations to the intervention and the positive aspects to the intervention I used Motivational interviewing skills with the <https://assignbuster.com/referral-from-housing-aid-social-work-essay/>

service user by negotiating a plan one to one for change. As a support worker I review with staff to review over the change with the service user. Using Egan 3 (2002) stages model for helping and problem solving helps the young person to focus on what is most important at the time. Secondly, I identify what a young person want and what is possible. Finally, to action planning and choosing the appropriate interventions to support the young persono achieve through planned activities to achieve goals about building resilience. Prevention needs to take place in the context of person-centred support and personalisation, with individuals empowered to make choices and supported to manage risks. To earn trust the practitioners must take a stand for who they are, where they are from and what they believe, value and seek to achieve. Trust is a choice based upon dialogue and information. The young person is not expected to accept the practitioner's authority but to suspend disbelief in it. (Schon, 1983). Young people engaging within communities are important aspect of resilience and keeping young people safe. There are local authorities have no obligation to give them are ongoing support after the age of 18. On leaving local authority care they to be more at risk from economic hardship, more liable to poor housing, and have fewer job opportunities than other young people with additional needs (www. crsp. ac. uk, 2007)What should be changed to improve interventions is to investing in multi working partnership provide more resources such as funding for young people provision , community care grant provision when a young person is moving on is prevented. The support needs of homeless young people are diverse and complex. Supporting People programme has dramatically changed the delivery and assessment of assistance for vulnerable people. It has been central to the development and provision of

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quality accommodation based homelessness services. (www.homeless.org.uk, 2012)(Appendix 1)Case StudyMary is 18years; they are both Portuguese parents and separated. Mary's father lives in West Midlands. Mary's mother lives in Nottingham. Mary was living between mum and dad for a while before deciding to live with dad. While on school holiday stayed with her mum. Father assaulted Mary at an early age of 10 years old, hit her with a belt and also hit her with a metal bar. Mary was a place in care after police and social services involvement. Her close contact lives in Wales but does not see her regularly. Mary has friends whom she avoids now as they are getting into criminal behaviour and friends who are not into trouble. Personal profile is referred from Housing aid servicesMary is living in supported housing at SVP Ozanam house, in Nottingham. She would like to move to Wales, where she has a friend who lives there a housing application form completed. Mary is referring to floating support and will also have continuing support from social services. Move on sessionsMary is in receipt of job seekers allowance JSA. Her service charges are paid by direct deductions from her benefits. Mary would need support in budgeting. She spent her first JSA payment very quickly and had to manage on very little until her next payment. However, Mary been encouraged to budget there has been no change. Mary has agreed to set up a budgeting plan with her key worker the next time she receives her benefits. She needs support around cleaning, cooking, and budgeting finance before moving forward. Key sessions by weekly one to oneMary has a leaving care worker called Susie who visits her from time to time. Susie will arrange a visit to see and take her out to do food shopping. She owes payments from service charges made to Nottingham community housing Association (NCHA) have agreed to start <https://assignbuster.com/referral-from-housing-aid-social-work-essay/>

making payments the next time she receives her JSA payments. She has stated the areas she would like to live, but not ready to move on as yet and needs on-going support when given her own tenancy. Arranged visits with leaving care worker with one to one support. Contact housing officer to arrange to pay her service charges Susie, her Leaving Care worker will accompany her there to meet her friend Carol and family. This will give a chance to see the city and for Susie to meet Carol and mother to ensure the move on is available. Susie has informed to all staff at SVP Ozanam house (SVP) about her Nationality status as Mary came to the UK with her family when she was young. They applied for British citizenship but did not pass it over to Mary. As she is an EU citizen, be able to be eligible for housing. Contact Department working pensions (DWP) to see if Mary is eligible for payments, such as Hardship funds, job seekers allowance or income support. Mary enrolled on a child care course with Access training since November 2012 has fallen out with one of the service user that lives in the hostel. This service user alleges has been bullying her and speaking about her personal business along with other students at the college. Contact college to speak to course tutor about her attendances and raised any concerns about her behaviour.