

# Your Application Submission

Pudsey <mail@grantapplication.com>

Fri 24/02/2017 11:54

To: Janice Benson <janicebenson@slcarers.org.uk>;

Thank you for submitting your Main Grants Full Application form.

For your records, there is a copy of your application below.

Next steps:

1. You will need to be available in the next five weeks for a telephone assessment. This is to help us understand your project better. We will get in touch with you via email to give you more details and to arrange this call.
2. We will need to contact your nominated referee so please let them know this. Unfortunately we won't be able to progress your application if your referee doesn't provide a reference.
3. Your application will then be considered by a voluntary Committee who will recommend to our Trustees whether or not to give you a grant.
4. We will inform you of the final decision by email. This will happen approximately four months after the Main Grants Full Application deadline date.

Please refer to our website or contact us if you have any further questions at this stage.

Kind regards,

BBC Children in Need

Your organisation & contact details

**We may share the information that you provide to us with people who help us assess and manage our grants; and other funders, regulators and those who otherwise have a legitimate interest in the information or where we have a legitimate interest in sharing the information (including, without limit, to detect, investigate or prevent crimes, dishonesty or grant misuse, or to protect children from harm).**

## Organisation's Contact Details

Organisation's name

South Lakeland Carers

Organisation's address

Unit 16 Shap Road Industrial Estate  
Shap Road

Town/ City

Kendal

County

Cumbria

Postcode

LA9 6NZ

Organisation's landline telephone number

01539 815970

Organisation's email address

janicebenson@slcarers.org.uk

Organisation's website address

www.slcarers.org.uk

#### Applicant's Contact Details

**This should be the person from your organisation who we should discuss the project with when assessing your application.**

Applicant's title

Mr

Applicant's first name

Mike

Applicant's last name

Seaton

Applicant's job title/ role in the organisation

Director

Daytime telephone number

01539 815970

Email address

mikeseaton@slcarers.org.uk

Please confirm the email address used for your online account with us

janicebenson@slcarers.org.uk

#### Alternative Contact

Title

Ms

First Name

Janice

Last Name

Benson

Job Title / Role in the Organisation

Fundraising Officer

Daytime Telephone Number

01539 815970

E-mail Address

janicebenson@slcarers.org.uk

#### Chair's Contact Details

**Please provide details of your organisation's Chair of Trustees or equivalent. If awarded funding, the Chair of Trustees is required to sign the terms and conditions of the grant and to confirm the correct bank details.**

Title

Ms

First Name

Liz

Last Name

Cornford

Job Title / Role in the Organisation (eg Chair, Director)

Chair

Daytime telephone number

015395 36184

Email

lizcornford07@gmail.com

#### Treasurer's Contact Details

**Please provide details of your organisation's Treasurer or equivalent. This person must not be the same person you have listed as your organisation's chair. If awarded funding, the Treasurer is required to sign the terms and conditions of the grant and to confirm the correct bank details.**

Title

Ms

First Name

Linda

Last Name

Cooper

Job Title / Role in the Organisation (eg Treasurer, Director)

Treasurer

Daytime telephone number

01772 495868

Email

lindalouiselaw@hotmail.com

**Your Organisation**

What type of organisation are you?

**Registered charity**

If you are a registered charity or registered community interest company please give your registration number (or your HM Revenue & Customs number if you are a charity in Northern Ireland that has yet to be called forward to register).

If you are a registered charity in Scotland or Northern Ireland, please ensure that you attach your organisation's Constitution or Governing Document to this application.

**1142184**

Are you independent, or a branch of a larger organisation or group of organisations?

**Independent**

Please provide the name and charity number of your parent organisation (if applicable)

**N/A**

In what year was your organisation formed?

**1992**

Please describe the purpose and activities of your organisation

We were established in 1992 and support 1,300 Carers; 220 of these are registered as Young Carers. The youngest Carer we support is 5 years old. We are a Carers Trust Centre of Excellence, and our mission is to enable Carers to manage their caring roles to their own satisfaction by providing support, information and advocacy. All of our services are designed to improve the quality of life for Carers and those for whom they care.

We are contracted by Cumbria County Council to provide Carers assessments and by Cumbria Children's Services to deliver assessments for Young Carers. Other income is obtained through national and local funding trusts, and we are growing unrestricted revenue streams. We were recently awarded funding for a two year project to improve the health and wellbeing of Young Adult Carers.

Referrals for our services are obtained from social services, the Primary Care Trust, GP practices, voluntary groups, and schools, as well as self-referrals from Carers. The development of effective referral networks which means that we now support twice as many Young Carers as we did in 2013.

How many paid staff does your organisation have?

**16**

How many members are there on your governing body (such as a management committee, Board of Trustees or Directors)

**6**

Please give the name of the Chair person

**Liz Cornford**

Please give the name of your Secretary

**Mike Seaton**

Please give the name of your Treasurer

**Linda Cooper**

Please give the dates of the last three meetings of your governing body (such as a management committee, Board of Trustees or Directors).

**25/01/2017, 14/11/2016, 05/10/2016**

What are the names and roles of the people in your organisation who are authorised signatories for payments (for example, BACS, online payments, signing cheques)?

Mike Seaton, Director; Benita Finch, Operations Manager; Roger Jackson, Vice Chair; Linda Cooper, Treasurer

How many are needed to authorise a payment or sign a cheque?

2

Are any of these people related or living together?

Please tick if 'yes' or leave blank if 'no'

No

If yes, please give details.

N/A

#### References and supporting information

**Please provide details of a suitable referee, external to your organisation, who we can contact about your application.**

**Your referee must be someone who is independent of your organisation. He or she should be someone who knows your organisation in a professional capacity but who is not a part of it. It is essential that the referee has a good understanding of the project you are applying for, as they will be asked to discuss your application if it goes through to assessment.**

Title

Ms

First Name

Kyla

Last Name

Hope

Job title

CLA Inclusion Officer

Place of Work

Cumbria Children's Services

Contact address

Blencathra House Tangier Street

Town/City

Whitehaven

County

Cumbria

Post Code

CA28 7UW

Daytime telephone number

+441946506325

Work email address

kyla.hope@cumbria.gov.uk

#### For our information

How did you hear about our grants programme?

Other

Please give any specific details (for example, Glasgow Herald, Children and Young People Now E-Newsletter, Mentoring and Befriending Foundation Network).

We are already grant holders. We had previously met one of your staff at a funding fair in South Lakeland.

#### Children and Young People

Please describe the disadvantages experienced by the children and young people you work with, and how they are affected.

Young Carers, defined by the Children and Families Act 2014 as "a person under 18 who provides or intends to provide care to another person", miss out on childhood and face disadvantages which will influence the rest of their lives.

One in 12 cares for more than 15 hours per week and around one in 20 misses school regularly because of their caring responsibilities. They can find it difficult to focus in school and to find the time to do homework, and achieve significantly lower GCSE grades.

They are one and a half times more likely to have a special educational need, long-standing illness or disability. Caring responsibilities can have a significant impact on their mental health. They feel stressed, tired, and struggle to develop and maintain friendships.

They face huge barriers in the transition to adulthood. They may feel they are unable to leave home or to think about higher education outside the area. They have to find their own identity at a later stage than other young people.

In South Lakeland, these issues are compounded by rurality which make it difficult for young people to access support services or to take part in social activities.

#### **Overall, how many disadvantaged children and young people will benefit from your project? (estimates are fine)**

Aged 0-4 years

0

Aged 5-9

40

Aged 10-15

35

Aged 16-18

5

Total

80

How many children and young people in total will benefit from your project? This may be the same as the total above, if all the children and young people benefiting are disadvantaged.

80

### Keeping Children Safe

Does your organisation have its own child protection policy?

Yes

What is the name and job title of the person responsible for child protection in your organisation?

**Benita Finch, Operations Manager**

How often do you repeat Disclosure and Barring Service, Disclosure Scotland or Access NI checks?

**Annually**

Do you make sure that all eligible staff, management committee and volunteers have Disclosure and Barring Service, Disclosure Scotland or Access NI checks?

Yes

Please explain if not

Do you make sure that all staff and volunteers with access to children and young people, and all management committee members, attend child protection training?

Yes

Please explain if not

How often do staff, volunteers and management committee have their child protection training refreshed?

**Every 2 years**

### Your Project

Name of your project (if this is different from the name of your organisation)

**Supporting Young Carers**

Please describe the activities or services you are asking us to fund.

**We are seeking continuation funding for a Young Carers support worker, working alongside our recently appointed Team Leader. In 2014, we supported 120 Young Carers. We now support 220 and demand continues to grow.**

**We ensure Young Carers get the support that they need through identifying and assessing their needs and tailoring support accordingly. We are contracted by the local authority to undertake assessments but this does not cover ongoing support or activities.**

**Funding from Children in Need will enable us to support Young Carers through:**

**One to one support, an increasing priority for the service and highly valued by Young Carers and their families. More Young Carers are "red" (in the greatest need of support) than ever before.**

**Awareness raising and liaison within schools. We are working in more schools and this is a key strength of our work. We will create a Young Carers Champion in schools and encourage them to include Young Carer awareness in their PSHE curriculum.**

Practical life skills workshops

Support and social groups

Trips, activities and residential

We will employ sessional workers to attend holiday activities, freeing up our Support Workers to focus on one to one work.

How will these activities or services address the disadvantages the children and young people are experiencing?

A dedicated support worker provides Young Carers with someone with whom they can talk openly about their caring role and how it affects them. One to one support gives them a voice and their support worker acts as their advocate with schools and other agencies.

Our work in schools increases identification of Young Carers and reduces the stigma around caring. Young Carers, who may not have known they are Young Carers, refer themselves or contact a teacher. The Young Carers' Champion will be a consistent point of contact for pupils and will raise awareness of Young Carers with staff.

Through life skills workshops, Young Carers will learn new skills which they will use every day. They will feel less stressed and more confident in tackling essential, day to day tasks at home.

Taking part in regular activities and support groups will make Young Carers feel more relaxed and less isolated. They realise that they are not alone, gain support from their peers and develop friendships. They love the chance to be a young person away from the responsibility of caring. We will provide transport to activities as public transport is impractical (or non-existent) in this rural area.

When will your project happen and how often?

Please use no more than 255 characters, including punctuation and spaces.

Fortnightly on Mondays from 4 -6 pm, alternating support groups and life skills training. Social group on Wednesday evenings. Trips and residential in school holidays. One to one support is continuous. Ongoing school visits during term time.

Where will the activities take place?

Please use no more than 255 characters, including punctuation and spaces.

Support groups, social groups and training will take place in Kendal, a central, accessible point. Holidays trips and residential take place across the UK, including the Brathay Trust in Ambleside. We work in schools across South Lakeland.

Which local authority or unitary authority areas is your project working in?

South Lakeland

When would you want to start spending this grant?

October 2017

Is this date flexible?

Yes

Is this an existing project?

Existing work

If this application is to fund existing work, how is it currently funded?

By Children in Need

How have the children and young people influenced how you planned this project, and how will they continue to be involved in the running and development of the project?

All of our existing and planned services have been influenced and shaped by Young Carers. They tell us what they need through assessments, one to one support and their evaluation of all activities. Young people interview candidates for support worker roles and we plan to recruit a Young Carer to our board of trustees.

Following feedback from young people, we now review "green" Young Carers quarterly (instead of annually) to ensure timely intervention if their level of need has changed.

Topics to be covered in life skills training are based on what young people have told us about what would make them safer and happier in their caring role, eg one Young Carer had burned her arm while cooking and another ate take-out every night because he couldn't cook.

Activities and trips are chosen by the Young Carers. At the end of last year, we asked them what they wanted to do this year and planned the trips accordingly. At their request, we are breaking the summer residential into two age groups - 13-15 and 16-19, and are taking older Young Carers on social outings eg to the cinema or for pizza, instead of holding support groups.

How will you make sure that you reach those children and young people who would most need or benefit from your project?

There are two elements to reaching those Young Carers who will most benefit. The first is through identifying them. There is no longer a strategic lead for Young Carers within the local authority. The majority of our referrals are from schools or are self-referrals from parents. We are working more in schools than ever and we will pursue more opportunities to reach Young Carers through secondary school and sixth form induction, and through college fairs.

We aim to ensure that all agencies working with young people are aware of and actively supporting Young Carers but find that there is still a general lack of awareness, even among other professionals. Our participation in the Early Help Panels, alongside statutory and voluntary sector organisations, helps identify Young Carers and educate other agencies.

The second element is through early help, intervention and prevention. "Traffic lights" identify those Young Carers with the greatest need and regular reviews ensure that the right help is provided as needs change.

Life skills training will be targetted towards those Young Carers who have the greatest need of this support eg those who are cooking regularly for their family, handling medication or who need to learn manual handling.

The Difference you will make (Outcomes)

You have told us about the activities you plan to run. Please describe the three most important differences these activities will lead to in the lives of the children and young people you work with.

**Before answering the following questions about differences, please read the information [on our website](#) about how, together, we improve children's lives.**

Please describe the first difference your project will make in children and young people's lives.

Young Carers will feel supported and more valued, and have improved self-esteem and confidence.

Please describe how the activities or services you provide will bring about this first difference.

The key to supporting Young Carers is awareness and identification. An important part of our work is uncovering the need. We work with schools to ensure that Young Carers are identified quickly and to help them achieve in school.

Young Carers often feel that they are the only person in the world in that situation and they have to "get

on with it". Some may not even know they are a Young Carer. Recognising their caring role, and demonstrating that there is someone who will listen to them and to whom they can talk openly about their caring role is the first step in improving their confidence and self-esteem.

Young Carers complete an assessment using the "My Life Wheel" where they score how their caring role impacts their lives. This is crucial to identifying where they need support and a support plan is tailored to addressing those needs.

Young Carers make huge gains in confidence through attendance at support groups, workshops, activities and residential. They share experiences and build friendships with other Young Carers who "just get it" (in their own words).

The opinions of Young Carers are valued and their contribution recognised through their involvement in staff recruitment.

Please describe what information (such as statistics, feedback, observations etc.) you will collect to measure how well this difference has been achieved.

Our initial contact with each Young Carer is important to endorse what they say about their caring role and how it impacts on their lives. We will use their assessment and support plan as a baseline from which to measure progress. We will also use the Blob Tree to help Young Carers articulate their feelings.

Through evaluation forms for all activities we will collect statistics and feedback on the difference these activities have made to Young Carers. Younger Carers will use cards showing, for example, a nervous or excited face to tell us how they feel at the start of the day and a smiling or frowning face to tell us if they enjoyed the day.

Feedback is also obtained through our comments book, annual survey, social media and communication with parents. Contact with the pastoral teams in schools tells us about changes in attitudes to learning and a young person's ability to open up to other pupils.

All Young Carers are encouraged to attend the support groups, activities and residential and that is where we are able to observe the most difference in their self-esteem and confidence.

Please describe the second difference your project will make in children and young people's lives.

Young Carers will have more breaks from caring, have the opportunity to be a young person and be better able to cope with their caring role.

Please describe how the activities or services you provide will bring about this second difference.

Young Carers rarely have the chance for a break, either directly due to their caring role or because their family circumstances prohibit it (eg a disabled sibling). They are unable to take part in extra-curricular or social activities, and they delight in the opportunity to have fun with their peers without the responsibility of caring. Knowing they have a break organised for them gives them something to look forward to and helps them to cope at better at home.

Support groups for our junior Young Carers provide regular breaks from caring when they can meet other young people and make friends. Our social groups perform the same function for older Young Carers where they go out with a volunteer - something which they requested instead of support groups.

Life skills workshops will enable Young Carers to work alongside a group of their peers, learn new skills

and enjoy themselves like any other young person in a safe and welcoming environment.

Young people are involved in the design of all our activities. The things for which we are asking are the things they've told us they need and our services will continue to develop to meet that need.

Please describe what information (such as statistics, feedback, observations etc.) you will collect to measure how well this difference has been achieved.

Young Carers use the assessment wheel to score themselves, identifying the difficulties in their lives and where they feel they are struggling. Targetted support helps them achieve what they need to cope better with their caring role. We maintain records of all contacts made with Young Carers and review forms show the difference our support have made to their lives. One to one sessions are a vital part of the service offered and we will measure a young Carer's progress through these regular meetings. As Young Carer support is "traffic lighted" ie red, amber and green, we can demonstrate that the support received has improved their ability to cope (the Young Carer will travel from red to amber to green).

We will collect statistics on how many Young Carers attend each activity and how many breaks from caring each Young Carer has. Young Carers will complete evaluation forms for all activities. School attendance records will tell us if there has been a significant improvement in attendance. Early Help panels provide information on Young Carers who are subject to CIN plans which are "stepped down" when they, and their families, have received the support they need.

Please describe the third difference your project will make in children and young people's lives.

Young Carers will develop skills and knowledge to make their caring role more manageable.

Please describe how the activities or services you provide will bring about this difference.

One to one sessions with their support worker help Young Carers recognise the skills they have developed whilst caring. This consistent support provides a safe space for them to talk about the issues they face and the skills they need to deal with them.

Young Carers will develop practical life skills from which they will benefit for the rest of their lives. In the short term, their home lives will be safer and more enjoyable. In the longer term they will continue to build on what they have learned as they move into adulthood. Courses will be AQA accredited which will provide external recognition of the skills gained.

Trips and residentials are designed to improve the skills and knowledge of Young Carers and form an important part of our holistic support which helps them to develop coping strategies to enable them to deal with difficult situations, achieve their personal goals and become independent.

Working with Young Carers can't be done in isolation and we work with the Early Help Panel, voluntary organisations, statutory organisations and the health community to ensure that caring roles are manageable and that young people are safeguarded from the adverse effects of inappropriate caring roles.

Please describe what information (such as statistics, feedback, observations etc.) you will collect to measure how well this difference has been achieved.

We will use a whole family approach to supporting Young Carers which will enable the family to identify any gaps in skills and knowledge. Our continued involvement and engagement with the family will prove that the Young Carer has gained a new skill or improved their knowledge. We will obtain feedback from parents/guardians to evidence this change via conversations with parents, emails or social media.

Young Carers may not recognise the extent of their caring over and above what someone of their age should do. The assessment identifies inappropriate caring and we work with other agencies to relieve this. We will measure the difference made through our involvement with these agencies at Early Help Panels.

Prior to the life skills workshops we will ask Young Carers what they want to achieve from the training, what would make their caring role easier and what would make them confident in their caring role. Evaluation after the workshops will measure the progress made towards these goals. We will record how many Young Carers attend each workshop.

We will devise an 'exit' questionnaire for Young Carers and their families who no longer require the service to measure the improvement in skills and knowledge.

We understand that the three differences you have described above may not show the full picture of what your project will achieve for children and young people. Please tell us about any other differences you expect the children and young people to experience.

Our work enables Young Carers to have the same opportunities as other children, an improved quality of life, and enhanced life prospects. Young Carers are often hidden from view and our work draws them out into the open where we can work with them to grow their confidence and help them live the life they choose.

Young Carers will have the opportunity to explore and fulfil their potential, receive support to enable them to attend school regularly and benefit from the opportunities offered to all young people at school or college.

Young Carers' families of tell us of the differences achieved through our work:

"Young Carers has been a lifeline to my daughter since she was first introduced to it last year. She has achieved things we never imagined possible like residential trips and activities she would have never felt confident enough to try."

"Ever since we started dealing with Young Carers she has received consistent support. I use the word consistent as I believe this is the reason this service works so well."

"She's so excited in the run up to the trip. She knows it will be a whole day where she can relax and just have fun."

For projects that are already running, previously funded by BBC Children in Need or another funder, please briefly describe the differences your project has achieved for children and young people to date, and describe what evidence you have that your project made that difference.

Funding from Children in Need enabled us to increase capacity, and offer support and breaks to more Young Carers. Of the 81 Young Carers with whom we have worked:

42 experienced "significant progress" in growing self-esteem and confidence and 39 "had started to experience progress".

29 had experienced "significant progress" due to having breaks from caring and feeling that their caring role was more manageable, while 48 had "started to experience progress". The former had not previously had any breaks from their caring role apart from attending school.

29 had experienced "significant progress" in developing their skills and knowledge, with 34 "starting to experience progress".

We know we are making a difference because Young Carers and their families tell us this with one saying "Young Carers has been a lifeline to my daughter". Evidence has been collected through:

Assessments and reviews mapping Young Carers' progress  
 Evaluation forms for all activities, trips and residentials  
 Feedback from Young Carers, their families and schools  
 School attendance records

Young Carers can be hidden from view and our work draws them out into the open where we can work with them to grow their confidence and help them live the life they choose.

#### Budget & Finances

How much will your project cost in total, including any costs that you are not asking BBC Children in Need to fund?

Please do not use commas or pound signs.

79542

**Please provide a breakdown of the costs you are asking BBC Children in Need to fund using the headings and description boxes below.**

#### **Salary expenditure (including National Insurance and pension)**

Year 1 Amount

Please do not use commas or pound signs.

14607

Year 2 Amount

Please do not use commas or pound signs.

14763

Year 3 Amount

Please do not use commas or pound signs.

14922

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

Salary - £40,128 (21 hours per week at NJC SP 22-24 with 1% annual increase), NIC - £2,158, Pension - £2,006

**Other staffing costs (recruitment/training/travel)**

Year 1 Amount

Please do not use commas or pound signs.

750

Year 2 Amount

Please do not use commas or pound signs.

750

Year 3 Amount

Please do not use commas or pound signs.

750

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

£600 travel (£50 per month) and £150 training per year

**Sessional staff costs**

Year 1 Amount

Please do not use commas or pound signs.

1500

Year 2 Amount

Please do not use commas or pound signs.

1500

Year 3 Amount

Please do not use commas or pound signs.

1500

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

Support worker for trips and residentials, 100 hours per year at £15 per hour

**Volunteer costs (including reimbursed expenditure)**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

**Small equipment and materials**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

**Large equipment (over £250)**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

**Trips/outings/activities/residential costs**

Year 1 Amount

Please do not use commas or pound signs.

9500

Year 2 Amount

Please do not use commas or pound signs.

9500

Year 3 Amount

Please do not use commas or pound signs.

9500

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

£5,000 for life skills workshops and £4,500 for trips and residentials per year

**Project costs**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

**Other (please specify)**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

**Other (please specify)**

Year 1 Amount

Please do not use commas or pound signs.

Year 2 Amount

Please do not use commas or pound signs.

Year 3 Amount

Please do not use commas or pound signs.

Brief Description

Please use no more than 255 characters, including punctuation and spaces.

## Total requested

Year 1 Amount

Please do not use commas or pound signs.

26357

Year 2 Amount

Please do not use commas or pound signs.

26513

Year 3 Amount

Please do not use commas or pound signs.

26672

Total Request Amount - please click the icon to sum all the budget amounts

This should match your answer to "How much money are you asking for from BBC Children in Need?" Please do not use commas or pound signs.

79542

If you are not asking BBC Children in Need for all of the costs associated with your project please tell us how you will fund the others costs

N/A

## Your Annual Accounts and Bank Account

Please explain if there is anything notable about the annual accounts that you are submitting with this application (for example, high free reserves or a significant deficit) or if your financial situation has changed significantly since your organisation's accounts were produced.

We not believe there is anything notable about our annual accounts. Our reserves policy can be found on page 8 of our annual accounts.

**Please provide details of your organisation's bank account. This is the account into which BBC Children in Need would pay a grant if your application is successful and must be in the same legal name as your organisation. If your application is successful BBC Children in Need will ask you to provide evidence of your bank account by sending us an original bank statement, an original paying-in slip or a letter from your bank confirming your bank details.**

Sort Code

405240

Account Number

00014199

Building Society Roll Number

Account Name

South Lakeland Carers

## Attachments

Title	File Name
Accounts	<a href="#">Annual Report to March 2016.pdf</a>
Project budget form	<a href="#">Project Budget form.doc</a>
Job description	<a href="#">Young Carers Support Worker Job Description .doc</a>
Person specification	<a href="#">Young Carers Support Worker Person specification.doc</a>
Job description	<a href="#">Young Carers Sessional Worker Job Description.doc</a>
Person specification	<a href="#">Young Carers Sessional Worker Person Specification.doc</a>
First year work plan	<a href="#">Young Carers Support Worker Work Plan.doc</a>
First year work plan	<a href="#">Young Carers Sessional Worker Work Plan.doc</a>

Files attached to this form may be deleted 120 days after submission.