

Community Sponsorship Scheme

End of Project Planning Guide

CS projects normally run for two years from the date of the family's arrival in the UK. In exceptional circumstances, projects may be formally closed within two years, by mutual agreement of the Home Office and Lead Sponsor.

Planned resettlement support, as outlined in the project application, is required for at least the first twelve months. Most groups will continue to support the family during year two, on a gradually tapering basis as the family becomes more independent.

Projects do *not* end after 12 months – unless early closure of the *whole* project is formally agreed at that point.

It will be important to plan well ahead for the formal closure of your project, not least to help prepare and equip the family for full independence. You may also need to ensure other forms of transitional support are in place.

Planning for project closure is a legal requirement of the scheme. The agreement between the Home Office and the Lead Sponsor states:

“The Project Manager shall prepare a plan which sets out the provisions for a controlled closure of the Sponsor’s participation in the Scheme’ [=the end of the whole project; not the transition from year one to year two support].

The initial programme closure plan must be shared with the Authority’ [=the Home Office] ‘no later than six months after the Commencement Date’ [=date of family’s arrival]. ‘During the life of the Contract the programme closure plan will be kept current through review, development and refinement as necessary by the Sponsor.’

This guidance is intended to help you think through the issues you may need to consider when planning for the end of your project. You may also wish to refer to the Project Closure Plan template in your handbook.

The wishes and ambitions of the family themselves will be central to your end of project planning. A good plan will encourage the family to recognise their progress to date, set realistic goals and timescales, and know how to access support on the journey.

Every family is unique, and your plans may need to take account of factors not covered in this guidance. If so, please do let us know so we can update and improve the materials we provide.

Preparing the Family

The table below sets out five key areas for you to consider, when planning around the family's needs and wishes beyond the end of the project.

In each area we have posed some questions you may need to think about. Against each question we have included *example* strategies that could be included in your Project Closure Plan:

KEY AREA	QUESTION	STRATEGY
HOME	Family able to remain in the property after two years? Happy where they are?	If no to either, listen carefully to family's feelings and wishes, discuss and research move-on options for the family to consider (see below). Agree outline plans and timescales. Provide information and objective advice and let the family decide.
	Paying the rent in full? Will rent still be affordable after project end?	Discuss and formalise gradual taper of any top-up rental payments. Discuss future affordability in line with employment goals v move-on options.
	Lead Sponsor acting as landlord, guarantor or Company Tenant with sub-let?	If so, discuss with Lead Sponsor and family and agree either a continuation or a planned alternative arrangement.
	Utilities & other bills in own name?	Transfer all bills into family's name as soon as possible. Provide the family with up-to-date information and advice about other suppliers and how to change if they wish.
	Able to use appliances & troubleshoot common issues?	Arrange further appliances training with an experienced volunteer and an interpreter.
	Able to escalate faults & other issues to landlord?	Use role-play for escalating common concerns by telephone. Arrange meeting with landlord, family, group member and interpreter to discuss current & potential future issues and set expectations.
	How far is nearest affordable area? Are there potential links into another parish, CSAN charity or Diocese?	Research and identify affordable move-on areas. Discuss with CSAN to identify supportive and experienced CSAN charity or Diocese. Share and discuss information and options with family.
HOME	Will a move mean children have to change schools?	Encourage and help to facilitate discussions between parents, children and schools. Research school place availability and suitability in target move-on areas.
	What about planning around the move itself?	Research and discuss removal options and volunteer support with family. If applicable, share and agree plans and joint support with parish and/or CSAN charity in new area.

FINANCE	Family able to manage their benefit claim & UC account?	Discuss with UC Claims Adviser. Arrange further benefits training with Benefits Lead and an interpreter as necessary.
	Able to read and respond to benefits correspondence?	Discuss with Job Centre, arrange tailored ESOL sessions, discuss ongoing interpreting options with family.
	Job Centre aware of project end date and transitional support needs?	Work with family to ensure Job Centre informed and able to support & signpost to appropriate services.
	Family able to manage their bank account and budgeting? Monthly budgeting plan in place?	Arrange further budgeting or banking training with Finance Lead. Identify and signpost to agencies offering budgeting advice following project end.
	Income or outgoings due to change when project ends?	Advise and assist with adapted budget plan and ways to mitigate any income reduction.
	Able to access culturally appropriate/affordable shops?	Reassess travel to preferred shops. Advise and assist with applicable options such as bicycle, motorbike, car (inc lessons/test) as well as public transport.
FINANCE	Able to save for future plans & contingencies?	Advise on a potential savings plan. Investigate other sources of financial support including Healthy Start, schools, LA support, food banks etc.
HEALTH & WELL-BEING	Family able to book and attend GP, dental & hospital appointments?	Use role-play to practice booking appointments. Reassess travel options for all healthcare appointments.
	Able to manage self-care inc basic first aid, NHS 111, pharmacy visits & dental care?	Consulting with healthcare providers, source and provide recommended first aid and dental care information and access to NHS 111 online in family's first language.
	Able to access mental health support services if needed?	Discuss mental health support sensitively and provide up-to-date details of services.
	Able to access other specialist services as required?	Discuss specialist support needs with family and healthcare providers to provide details of relevant services and support.
	All family members have social connections beyond group & family? All attending social or leisure activities?	Discuss social life & friendships, leisure & exercise interests. Research, support, encourage & signpost further where appropriate.
EDUCATION	Children making good progress at nursery, school or College?	Discuss any issues or concerns and offer scaffolded school liaison support where needed.
	Parents able to understand school info and raise or respond to issues?	Arrange tailored ESOL sessions, including role-play if needed.
	Able to self-manage children's educational needs?	Evaluate homework provision and home study resources. Arrange for school to advise on good parental support at home.
	Fully understand, remit of Social Care, parenting norms in UK and relevant legislation?	Provide an overview of role and procedures of Social Care, revisit and reinforce relevant information etc.

EDUCATION	Able to manage children's social & emotional needs and behaviours?	Discuss issues and challenges. Source and provide professionally approved guidance and resources including parenting strategies etc.
	Parents making expected English language progress?	Discuss progress, challenges, support needs and goal-setting. Identify and signpost to future ESOL provision.
	Attending formal & informal ESOL sessions as agreed?	Discuss any issues affecting attendance. Offer support and encouragement as necessary.
	English sufficient to manage day-to-day without interpreter support?	Identify any areas of weakness and offer tailored ESOL sessions. Discuss future interpreting support needs and costs.
	English progress in line with employment goals?	Revisit work goals and offer tailored ESOL sessions as necessary.
	Able to self-manage future English learning needs?	Provide accessible resources and information on continuing ESOL and conversational practice.
WORK	Adult family member(s) assessed as capable of work?	If limited capability, or if caring for dependents, ensure current and future implications of assessment/status fully understood.
	Decided on work goals and progressing towards them?	Discuss, advise and signpost re pathways to preferred employment.
	Engaged in regular volunteering?	Offer mentoring and scaffolded support into suitable volunteering.
	Benefit claim commitment realistic and achievable?	Discuss any issues with Job Centre. Ensure expected progress is measurable and sustainable.
	Able to write and/or update own CV?	Offer CV writing advice and tailored ESOL sessions to support.
	Developing employability skills?	Discuss key skills, offer tailored ESOL and signpost to appropriate training and advice.
	Undergoing work-focused skills training?	Research and discuss further with family and Job Centre, signpost and support into training in support of work goals.
	Ready for job interviews?	Offer tailored ESOL, including role-play if possible, and signpost to appropriate training and advice.