

# Assessment and monitoring

*“When young carers are identified, it is vital that their wellbeing and academic progress is frequently monitored.” (Head teacher)*

## Who is this chapter for?

- School lead or staff interested in becoming/establishing a school lead within your school
- School leadership team
- Safeguarding officer
- Your local young carers’ service
- Other external services

## This chapter will support schools to:

- monitor and safeguard the well-being and academic progress of young carers in your school.
- provide appropriate support to young carers in your school.
- provide appropriate signposting and referrals to young carers and their families in your school.

## Synopsis

Young carers have a right to an assessment of their needs.<sup>1</sup> Statutory services should ensure that young carers are not expected to carry out inappropriate levels of caring responsibilities.

Where it is found that a pupil may be taking on inappropriate levels of caring, a Child in Need Assessment may be needed, as well as involving other agencies.<sup>2</sup>

The assessment should also take into account training, employment and leisure needs during assessment.<sup>3</sup> Young carers aged 16 and 17 have different needs to those of younger carers.

## The tools

There are various tools that your school and local services can use to determine the extent of a pupil’s caring responsibilities. The outcomes of assessment and monitoring should inform any additional support.

Refer also to the tools found at the end of this chapter.



Remember to ensure that as much privacy as possible is provided for the young carer when they are completing any forms as they may find divulging personal information difficult. Consider asking pupils to fold forms, use envelopes or a secure box. Consider using a questionnaire on your own school intranet.

## Common Assessment Framework (CAF)

Recent updated CAF guidance for managers and practitioners states:

“Particular regard may need to be given to joint working between children and adult services when CAF has been undertaken specifically because of child or young persons’ caring responsibilities. There may also need to be contact with children with disability teams in the case of sibling carers. Go to [www.youngcarer.com](http://www.youngcarer.com) for details of the Children’s Society Whole Family Pathway which signposts professionals to services which will support the Whole Family where there are unmet care needs.”

Consideration should be given as to whether school staff are best suited to adopt a lead professional role within the CAF process.

## Manual for Measures of Caring Activities and Outcomes for Children and Young People

This manual contains a range of tools relevant for assessment and evaluation work with young carers to complement what is already known about a young person and their family, including existing information gathered in the course of formal assessment processes, such as a CAF or core assessment.

[www.carers.org/professionals/young-carers/assessments,3063,PP.html](http://www.carers.org/professionals/young-carers/assessments,3063,PP.html)

## Assessment questionnaire for young carers

Produced by North Yorkshire County Council in association with Carers’ Resource (Harrogate, Craven and Airedale), this is an age-appropriate form to be completed by young carers.

<http://static.carers.org/files/ycassesstnycc-3105.pdf>

## Other chapters to help you understand this topic

- 4** Barriers to learning faced by young carers
- 16** Working with young carers: a model
- 25** Safeguarding



## Key resources

### → Assessments

The Princess Royal Trust for Carers' website for professionals working with carers of all ages contains assessments advice for professionals on assessments and also highlights the latest government guidance on supporting young carers and their parents.

[www.carers.org/professionals/young-carers/assessments,3063,PP.html](http://www.carers.org/professionals/young-carers/assessments,3063,PP.html)

### → Early identification, assessment of needs and intervention. The Common Assessment Framework for children and young people: A guide for practitioners

<http://publications.teachernet.gov.uk/eOrderingDownload/CAF-Practitioner-Guide.pdf>

### → Whole Family Pathway

[www.youngcarer.com/pdfs/Whole%20Family%20Pathway%2010th.pdf](http://www.youngcarer.com/pdfs/Whole%20Family%20Pathway%2010th.pdf)

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<sup>1</sup>Carers (Recognition & Services) Act 1995: [www.opsi.gov.uk/ACTS/acts1995/ukpga\\_19950012\\_en\\_1](http://www.opsi.gov.uk/ACTS/acts1995/ukpga_19950012_en_1)

<sup>2</sup>Children Act 1989: [www.opsi.gov.uk/acts/acts1989/ukpga\\_19890041\\_en\\_1](http://www.opsi.gov.uk/acts/acts1989/ukpga_19890041_en_1)

<sup>3</sup>Carers (Equal Opportunities Act) 2004: [www.opsi.gov.uk/acts/acts2004/ukpga\\_20040015\\_en\\_1](http://www.opsi.gov.uk/acts/acts2004/ukpga_20040015_en_1)



## 24.1 Barriers to learning: a checklist to use with pupils

The aim of this checklist is to aid assessment and highlight any specific barriers a young carer might be facing in order to inform what support needs to be put in place and what should be included in a personalised plan.

The questions are not intended to be used in a quick 'one-stop questioning session', and instead careful thought needs to be given as to when and how and by whom the questions are used.

### When

The answers to these questions might also be gathered over a period of time as a school works with a young carer. As trust is built, pupils may well divulge additional information.

### How

The checklist aims to aid assessment and therefore should be used in conjunction with other assessment tools, such as the CAF. Different members of staff may well gain knowledge about different areas of the checklist. This information will be most valuable if pooled together to give a wider picture of support needs.

### By whom

The checklist should be used by appropriate staff trained in safeguarding procedures as questions may elicit disclosures that trigger safeguarding procedures. Questions may also bring out emotional reactions in pupils in which case additional support will need to be implemented.

A staff member who has been supporting a young carer would be best suited to using this checklist, for example a schools lead, pastoral staff, a tutor, school nurse or perhaps staff from a young carers' service.

Monitoring, Evaluation and Review	Yes	No	Notes
<p>Do you have problems attending school, or being late for school?</p> <p>Is this because of:</p> <ul style="list-style-type: none"> <li>→ your caring role or as a result of your caring role?</li> <li>→ difficulties with transport to school?</li> </ul> <p>You don't want to come to school? – Can you say why?</p>			
<p>Are you able to go to after-school clubs and activities?</p> <p>Is there any after-school club or activity that you would like to go, but you are unable to?</p>			



Are you able to concentrate and focus on your school work?			
Do you feel isolated at school?			
Do you feel different from other pupils?			
Do you feel there is anybody who understands your experiences and who listens to you?			
Do you have friends at school?			
Do you feel supported at school?			
Are you motivated to do your school work?			
Do you feel confident to share with other pupils about your caring role?			
Do you feel confident talking to staff?			
Do you feel tired at school? Is this because of your caring role at home?			
Are you stressed or worried about someone's safety or health?			
Are you able to concentrate during exams?			
Do you feel angry at school?			
Do you want to go on to college, university or further training?			
Are you being bullied?			
Are your parent(s) able to attend parent's evenings and other school events?			
Do you have difficulty in completing homework or coursework due to your caring role?			
Do you have a room or space to study at home, free from disturbances?			
Do you have a computer to work on at home?			
Are you tired at home because of your caring responsibilities?			



Is someone able to support you with your work at home?			
Are you getting support from your parent(s) around the choices you have to make when you leave school – such as going to college/ university/ getting a job?			
Do you feel able to do what you really want when you leave school?			
Are you missing out on Education Maintenance Allowance (EMA) due to your caring responsibilities and home situation?			
Is there anything else you can think of that's getting in the way of your school work?			



## 24.2 Young carers support options

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Please tick the options you would find helpful	✓
Access to telephone to call home if worried or concerned.	
Access to the school nurses' office, Connexions service or (INSERT TEACHER'S/STAFF MEMBER'S NAME)	
Support to enable homework and coursework to be completed.	
Weekly/fortnightly lunchtime peer-support group for young carers.	
Respite, such as outings, trips etc.	
A named person to talk to when things get tough.	
Information about the illness or disability of the person you care for.	
Information about being a young carer.	
Support to write a crisis plan in case the person you care for needs to be admitted to hospital.	
What else would you find helpful?	



## Confidentiality agreement

I agree that the following people can be told of my caring responsibilities:

Designated lead staff for young carers in school:

\_\_\_\_\_

Head of year

\_\_\_\_\_

Tutor

\_\_\_\_\_

Subject teacher/s

\_\_\_\_\_

Please sign \_\_\_\_\_ Date \_\_\_\_\_

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## 24.3 Family support: a questionnaire

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

(INSERT SCHOOL OR COLLEGE NAME) is committed to supporting all of our students in reaching their full potential and particularly want to be proactive in improving support for students who undertake long-term caring responsibilities for a family member. But, we can't help or offer support if we don't know about you!

Any information given on this questionnaire will be treated confidentially by (INSERT STAFF NAME) and will only be shared at your request following discussion with you.

Please complete the following. If you answer yes to any questions, (INSERT STAFF NAME) will arrange to meet you:

1. Does a member of your family have a long-term illness, disability, drug or alcohol addiction or mental health problem?  
Yes  **Go to Q2**      No  **Go to Q9**
2. Do you help with personal care such as dressing, washing etc?  
Yes     No
3. Do you help with physical care such as lifting, physiotherapy or giving medication?  
Yes     No
4. Do you help manage the family budget, collecting prescriptions, paying bills?  
Yes     No
5. Do you help with practical tasks such as housework, shopping, cooking?  
Yes     No
6. Do you give emotional support, such as helping cope with emotional issues?  
Yes     No
7. Do you look after younger brothers and/or sisters?  
Yes     No
8. Do you help with interpreting (because of hearing, visual or speech impairment, or because English is not the first language of the family)?  
Yes     No



9. Do you worry about your situation and how you are coping?

Yes  No

10. Would you like to know what help is available for you and the person you care for from other agencies?

Yes  No

Please put completed questionnaire in a sealed envelope to ensure your confidentiality and put in the box provided. Thank you

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