

Carer's Strengths and Needs Assessment V9

Guidance for Completion

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Introduction

This document provides guidance and prompts to help you become familiar with the underlying principles of the Carer's Strengths and Needs Assessment (built around the Care Act 2014), and the detail within it.

The Care Act's guidance states that the assessment process must be person-centered throughout and so the Carer's Strengths and Needs Assessment (SANA) has been designed for completion in collaboration with the person being assessed.

An assessment should be carried out as a conversation, looking at what strengths and assets the person has, determining what they would like to achieve and how they think it can be achieved – rather than mechanically working through the tool in sequence.

The Carer's SANA is a tool for recording your conversation; it is not a script to follow. For this reason the Carer's SANA has been designed to be open-ended, with a series of prompts and areas to consider to help guide a strengths-based conversation.

The Carer's SANA should be completed in a manner proportionate to the carer's situation – some domains may not be as relevant and so may not be covered in as much detail.

It is important to explain to the carer that the conversation will involve asking about many different areas of their life and will include positive aspects as well as areas of difficulty or concern that affect their well-being.

A copy of the Carer's SANA can be sent to the carer in advance of the visit so that they can start to familiarise themselves with the areas that the conversation(s) will cover.

Consent and information sharing

Before beginning the Carer's SANA, the assessor should explain:

- The principles of confidentiality and situations where these may be overridden – e.g. considerations of personal or public safety.
- The reasons for and benefits of information sharing.
- That information sharing need not be all or nothing – the person may request that certain information only is shared and may request confidentiality regarding a certain item of information at any time.
- That the person need not make a decision regarding information sharing until the end of the assessment.

Considerations

The following points should also be taken into account throughout the SANA:

- Does the carer know who to contact if they would like further advice?
- How will you know that the carer has understood any information that you have provided?
- Have you provided information in a way that the carer can understand?
Appropriate to age, culture, etc.

- Does the carer believe that they have a need or difficulty in each domain under consideration?

As much support as possible should be given to the carer to ensure they can be involved in completing the SANA.

If there are communication difficulties or concerns about mental capacity, there are a number of things that can help them with the process:

- Be aware of potential barriers to communication – e.g. age, gender, culture.
- Ensure that an appropriately trained professional participates in the conversation where there is a requirement for this.
- Talk about the most important things first.
- Take into account significant life changes, as these can affect the way people take on board information and express their needs and outcomes – e.g. after a bereavement.
- Use short sentences and repeat information given where necessary to confirm understanding.
- Allow carers the opportunity to ask questions about what might happen after the SANA.
- When required, give the person appropriate information – e.g. large print, language appropriate, Braille, etc.

Who should be involved in the assessment?

It will often be very helpful for the person or people for whom the carer provides care to be present during the assessment. However, there will be cases where this may not be preferred.

It is important to check whether the carer is happy for them to be present during the conversation of the carer's situation and/or happy for them to be kept informed during the process

It is important to ensure that no assumptions are made about the carer's willingness and ability to continue to provide support. The use of independent advocacy must also be considered, as well as mental capacity or liberty safeguards, throughout.

Whose views should be recorded?

The spaces/boxes available for free text throughout the Carer's SANA should be used to record details of the carer's strengths, assets, needs and outcomes, and should include the trained assessor's observations as well as the carer's and/or their advocate's views.

Details regarding the nature and context of any needs discussed, and the effect on the person's well-being, should be recorded.

Any differences of opinion should also be clearly recorded; the 'Summary of Conversation' field at the end of the form has been designed for this purpose.

Section-by-section guidance

Carer's Strengths and Needs Assessment V9

Carer's details

This section captures demographics relating to the carer and data required for mandatory reporting.

Details of the person or people you care for

This section captures demographics of the person or people that the carer currently cares for, along with information on whether the person is aware of the carer's assessment and/or whether they have had their own assessment. Ensure that each person being cared for has given their consent for their details to be recorded.

Supporting you in explaining your situation

Your preferred language: Do you need an interpreter?

- Consider whether English is the carer's primary/preferred language or if they would prefer to conduct the assessment in an alternative language.
- Is an interpreter needed for any sensory impairments as well as language differences? Arrange an interpreter if appropriate.

Details of anything that would help you communicate more easily when explaining your situation:

- Record the carer's strengths, assets and needs regarding their communication.
- Consider the need for advocacy or an appropriate adult.
- Does the carer feel that it would be helpful to have a family member, friend or independent advocate present, or use specialist communication support in order to help explain their situation?

Your life now and how it might change for the better

What has led you to complete this assessment?

- This question paints a picture of the carer's situation and history and anything that may have changed in their life leading up to this conversation.
- Record information that places the carer into context; their strengths, assets and needs.
- This might include details such as how long they have been living in the area, who lives with them, their family life, and social networks.
- Consider any recent life events currently or previously affecting their physical or mental well-being (including anything positive).
- How has the carer dealt with adversity or setbacks in the past?
- It is important to find out what really matters to the carer in their current situation, including their preferences and what they enjoy.
- Encourage the carer to consider the positive factors in their daily life, such as their own abilities, willpower, hobbies and family or friends.

What things that helped you manage in the past might help you manage better now or in the future?

- Focus on highlighting the carer's own strengths, assets, and resources.
- Consider their outlook and attitude, motivation, resilience, regular social, employment, education and training activities and ways in which they contribute to their community.
- Also note particular people that are actively contributing to the carer's well-being, including any people providing emotional support or sharing the caring role.
- Encourage the carer to talk about which of their strengths and abilities have helped them to manage up to now. This might include things such as determination, motivation, strength, looking at the broader picture or embracing change.
- Looking to the future, will the carer need to draw upon their strengths and abilities to manage their life and caring situation? How might they be able to do this?

The care and support you provide

Please explain the care and support you currently provide:

- Include details of all caring roles and how long the carer has been providing support.
- Record the broad nature and frequency of the care and support provided (e.g. personal care, ensuring safety, support with domestic and/or finances).
- Does the personal or cultural background of the carer or cared-for person (and family) affect how the caring role is viewed?
- Is the carer entitled to a Carer's Allowance?

How does your caring role affect your life?

- How does the carer view their caring role?
- Focus on the positive aspects of caring (e.g. which parts of the caring role does the carer enjoy) and why it is important to them.
- Reflect on what they have gained or any skills they have developed through caring.
- It is important to note that professionals often assume that caring is having a negative effect, but it can be a positive experience and focus should be given to developing and maintaining these positive aspects as this can make the caring role more sustainable.
- Also consider whether caring has been a positive influence on the relationship with the person they are caring for.

How much time are you able to spend away from caring?

- Is the carer able to leave the person at home alone during the day? If so, how long for? Do they need to be with the person at night?
- Consider the cared-for person's level of need and how long they could be safely left on their own.
- Consider the carer's anxieties about leaving the person they care for alone.
- Take account of whether the cared-for person can respond to emergencies and the effect of any telecare/equipment already in place. If not in place, consider whether telecare would be beneficial.

Are arrangements (for example, a contingency plan) in place for when you might be ill or unavailable? Details, including where any contingency plan is kept

- What would happen if the carer were ill and unable to care (temporarily/permanently)?
- Do they use a local scheme for registering emergency back-up plans for carers? Do the carer and cared-for person know who to contact in an emergency?
- If 'No', you should consider writing an emergency contingency plan.
- Record all contingency plan arrangements currently in place or expecting to be in place in the 'Details' box.

Your outcomes

For each outcome area, consider the below:

- | | |
|--|--|
| <ul style="list-style-type: none">• Who or what is important to you?• How do you currently manage in each area• What things can you do for yourself?• Do you have any equipment, aids or adaptations that help you? | <ul style="list-style-type: none">• Are there any areas where your independence could be improved?• Are there any areas where support might help? |
|--|--|

Engaging with your community

Including the following Care Act outcomes:

- **Making use of necessary facilities or services in the local community**
 - **Developing and maintaining family or other personal relationships**
 - **Engaging in recreational activities**
 - **Accessing and engaging in work, training, education or volunteering**
- Consider community access, recreation activities, personal relationships and any work, training, education, or volunteering.
 - What is important to the carer? Identify if the caring role is having an impact on the carer's independence. You may wish to discuss:
 - The carer's knowledge of their local community, how they access the community, and any local activities they take part in/wish to take part in.
 - Whether they can leave the person they care for in order to access community or recreational activities. If not, what would need to be in place to facilitate this?
 - Existing relationships with family and friends, and how those relationships may positively affect the carer's well-being.
 - Whether the carer has the opportunity to meet new people and develop friendships/relationships.
 - Any hobbies/interests that the carer has or wishes to start.
 - Any skills that the carer has, including any skills they might have developed through the caring role.
 - Access to and participation in work or education. Does the carer work currently? Are they aware of their employment rights as a carer? Are their employer and/or colleagues flexible/understanding in relation to their caring role? Are they able to attend college/education programmes regularly?
 - The carer may wish to discuss aspects related to their culture, ethnicity, religion, sexual orientation, or spirituality here.
 - Examples of strengths, needs and outcomes might be:
 - **Strengths:** The carer has a close-knit circle of friends who have a positive impact on her well-being.
 - **Needs:** The carer is unable to see these friends as often as she would like. Previously these friends hiked together, but the carer has been unable to join recently.
 - **Outcomes:** The carer's outcome would be to hike with her friends on Saturday mornings. This would help maintain and improve her existing relationships and provide some beneficial physical activity – having a double boost for her well-being.

Caring for others

Including the following Care Act outcomes:

- **Carrying out any caring responsibilities for a child**
 - **Providing care to other persons for whom the carer provides care**
- Identify whether the person has responsibilities as a parent or carer of someone under 18. Do they also care for any other adults, for example a partner with a health condition or disability, elderly parents?
 - Provide details of the caring situation. How many children does the person have responsibility for? How many adults do they provide care for? Do they all live in the same household as the carer? If any of the cared-for people live separately, do they live within the same Local Authority area?
 - Identify if the caring role is having an impact on their parenting responsibilities. Is the carer able to spend family time with their children? What would happen if any of the adults needing care had a change in need?
 - Examples of strengths, needs and outcomes might be:
 - **Strengths:** The carer cares for his father, who moved into the carer's home following a stroke. The carer's 7-year-old son also lives with them. A positive aspect of this has been that the family unit has become closer, and the carer's son has benefited from learning from his grandfather.
 - **Needs:** The carer is struggling to pick his son up from school on time as this is the time that his father's carers arrive to deliver personal care. This is leading to anxiety as he worries about being late.
 - **Outcome:** An outcome might be that the carer is linked with a voluntary school pick up/drop-off scheme to ensure his son is collected on time, therefore easing his anxieties.

Managing your home

Including the following Care Act outcomes:

- **Maintaining a habitable home environment (whether this is also the home of the adult needing care)**
- Consider the person's home environment regardless of whether this is also the home of the person needing care. Does the carer have sufficient time to spend on maintenance and other tasks around the home? Consider if the caring role is having an impact. You may wish to discuss:
 - The carer's tenure or access to their home.
 - The time the carer has to complete cleaning and laundry tasks.
 - Managing temperature and utilities.
 - Hazards.
 - Missing or broken smoke or carbon monoxide alarms.
 - Access to the Internet.
- An example considering strengths, needs and outcomes might be:
 - **Strengths:** The carer has a lovely garden in their home that they enjoy – they say it is a peaceful space that allows them to unwind.
 - **Needs:** They have been finding it difficult to find time to mow their lawn and keep their garden tidy, due to time spent caring for their adult son who has learning difficulties.
 - **Outcomes:** The carer could develop strategies with the person they care for (their adult son) to involve him in the gardening, easing some of the pressure on the carer with regards to the garden maintenance whilst giving them an activity to do together which will also teach the son life skills.

Eating well

Including the following Care Act outcomes:

- **Managing and maintaining nutrition**
- Identify if the caring role is having an impact. This might include the carer's ability to go shopping in person or online, prepare and cook snacks or meals, and eat and drink.
 - Does the carer have time to shop for themselves? Are they able to leave the person to go to the shops? Are there shops nearby? Consider different ways of shopping (such as online).
 - Do they have sufficient time to prepare meals, snacks, and drinks for themselves?
 - Consider diet and nutrition, including suitability of meals (such as microwave or ready meals) and whether nutritional needs are being met.
- An example considering strengths, needs and outcomes might be:
 - **Strengths:** The carer frequently enjoys cooking and preparing nutritional meals, together with the person he cares for.
 - **Needs:** The weekly shop takes up valuable free time when the person with care needs is accessing replacement care, affecting the carer's well-being as he worries about being home when the person he cares for arrives home.
 - **Outcomes:** Online shopping may help relieve some of this stress, but the carer may need some support or equipment to help with this. It would also give him more free time, potentially to access recreational activities or spend time with friends.

Anything else that is important to you

- Is there anything else that the carer wants to discuss?
- Are there other outcomes or things that are important to the carer that have not been captured?

Your physical and mental health and well-being

Relevant details of your physical health and any effect of your caring role on this

- How is the carer's health generally? Do they have any health conditions of their own?
- Has the caring role affected the carer's physical health? If so, how? Is the caring role physically tiring? Have they needed any medication or treatment as a result? Is sleep affected?
- What training/education have they received to support them in caring? Are they aware of appropriate manual handling techniques?
- Consider OT referral and back care - carers often experience back injuries because of lifting and handling.
- Are they able to exercise or find other ways to relax?

Relevant details of your mental health and any effect of your caring role on this.

- How does the carer cope with the emotional demands of caring? Have they developed any coping mechanisms? Are there any additional coping mechanisms that may be useful to them?
- Do they feel caring can be satisfying and if so, in what ways? Is their emotional well-being positively impacted?
- Do they sometimes feel angry about their situation? How do they let off steam? Do they ever feel sad, upset, or depressed?
- Do they have someone who they can talk to about their caring role, or do they find it difficult to discuss caring issues with others? Have they sought help about how they feel? Carers often experience stress, anxiety, and depression so it is important to consider what support might be needed in this area.

Does your GP know you are a carer?

- Check whether the GP is aware of the caring role and any effect on the carer. GPs are often well-placed to support carers with the physical and emotional effect of caring. Some surgeries offer free flu jabs, health checks and flexible appointments for carers.

Staying safe and managing risk

Have any areas of risk been identified? Where might taking risks be a positive thing? How are risks managed now and how could risks be managed in the future?

- The carer should be able to talk about risks in the past and present as well as potential risks.
- Risks to the carer and/or others should be considered.
- How are risks being managed? Does the carer feel that all risks are currently managed well? Do risks need to be managed differently?

Have you ever felt distressed or in danger due to the actions or behaviour of the person or people you care for?

- Consider whether the carer needs any help with understanding the condition or behaviour of the person they care for (e.g. where the cared-for person has dementia with aggressive behaviour). For example, have they made accusations or threats, or harmed the carer? Is the behaviour intentional or unintentional? Do they ever feel irritable or angry?
- Does the carer ever worry that they might accidentally harm the person, or do they worry that the cared-for person might harm them? Has there been an incident where this has happened or nearly happened?
- Consider how the carer can minimise risks and keep themselves safe.
- Has caring put a strain on the relationship with the cared-for person? Does the carer feel they still have a meaningful relationship with the person?
- Always follow local Safeguarding Adults procedures where relevant.

Your support networks – family, friends, and neighbours

Do you share your caring role with another family member or friend?

- Record information about other people who share the caring role, including names and relationships to the carer and cared-for person.
- Record the level of and nature of support provided by others and how sustainable this is.
- Consider whether other people providing support have any needs and would benefit from discussing their own situation.
- Detail whether any young carers (under 18) are involved and if so, consider what support is needed to reduce inappropriate caring responsibilities and the effect of caring on the child or young person's own development.

What support could you get from family, friends or neighbours in the future?

- Consider the carer's family life and social networks.
- Are there any other people within the carer's social networks who may be able to support them or contribute to their well-being? Are there others who can help share the caring role?
- It is important to ensure that the ongoing situation, rather than the current situation, is captured here, particularly if the current situation is not sustainable.

Your support networks – local community

What is available in your local community to help with your caring role, your outcomes or your well-being?

- What local resources has the carer used in the past and present? How have these community resources helped them?
- Consider if the carer lives in a rural geographic area.
- Is the carer fully aware of local community resources which they can use to help them live their life?
- Consider any community resource or carer's directories that may be available.
- Are there any local community resources which have been suggested in the past but have not been accessed? Is this because further information was not provided?
- This is also an opportunity to pause and provide information about community resources that the carer may not know about.

The care and support you are able and willing to provide on an ongoing basis

Are you able and willing to continue with your caring role? Details

- Think about any concerns the carer might have about the longer-term future. Consider the carer's physical/mental health, capabilities, finances, and security of tenancy.
- How will they maintain the role as they both get older? How will they respond to any change in need of the cared-for person (e.g. deterioration of health)?
- Is the carer being realistic about what they can manage, and is it safe and sustainable?
- Are there tasks that are inappropriate or that the carer does not want to undertake? Are there tasks that the cared-for person does not want the carer to undertake?
- Record information to support your answer in the 'Details' box.

Summary of assessment and next steps

Professional's summary of conversation and recommendations.

- What has been explored with the carer?
- What are the main things the carer wants to achieve?
- What strengths have been identified and how can the carer build on these?
- Have the person's financial assets been considered?
- Has any additional support from family/friends/volunteers or any community-based support been identified?
- Has any preventative support been recommended (including enablement/reablement, equipment, adaptations, telecare and telehealth)?
- Have you signposted or referred anywhere?
- Were there any differences of opinion with the carer or others involved? Were these resolved?
- What are the next steps?

Eligibility decision by the Local Authority

A carer is identified as having eligible needs (and therefore is entitled to a Support Plan) if, because of providing necessary care to an adult, either:

- Any of the outcome domains are answered stating that the outcomes cannot be achieved alone, in reasonable time and without significant pain, distress, anxiety, or risk to self or others, and as a result there is, or is likely to be, a significant effect on their well-being, or...
- Their physical or mental health is, or is at risk of, deteriorating, and as a result there is, or is likely to be, an overall significant effect on their well-being.
 - **Making use of necessary facilities or services in the local community**
Links to the assessment area 'Living your best life'.
 - **Maintaining a habitable home environment (in the carer's home, whether or not this is also the home of the adult needing care)**
Links to the assessment area 'Managing your home'.
 - **Managing and maintaining nutrition**
Links to the assessment area 'Eating well'.
 - **Carrying out any caring responsibilities for a child**
Links to the assessment area 'Caring for others'.
 - **Providing care to other persons for whom the carer provides care**
Links to the assessment area 'Caring for others'.
 - **Developing and maintaining family or other personal relationships**
Links to the assessment area 'Living your best life'.
 - **Accessing and engaging in work, training, education or volunteering**
Links to the assessment area 'Living your best life'.
 - **Engaging in recreational activities**
Links to the assessment area 'Living your best life'.

Are there one or more outcomes indicated as eligible above?

Is your mental health or your physical health getting worse due to your caring role, or is there a risk of this happening?

If 'Yes' to either of the questions above, is there a significant effect on your well-being or is this likely to happen?

- A carer is identified as having eligible needs (and therefore is entitled to a Support Plan) if, as a result of providing necessary care to an adult, either:
 - Any of the outcome domains are answered stating that the outcomes cannot be achieved alone, in reasonable time and without significant pain, distress, anxiety, or risk to self or others, and as a result there is, or is likely to be, a significant effect on their well-being, **or...**
 - Their physical or mental health is, or is at risk of, deteriorating, and as a result there is, or is likely to be, an overall significant effect on their well-being.
- The effect on well-being should be looked at without thinking about any support the carer may already have and should consider the following areas, as well as the carer's (or their representative's) views:
 - Personal dignity and being treated with respect
 - Physical and mental health and emotional well-being
 - Protection from abuse and neglect
 - Suitability of living accommodation
 - Participation in work, education, training, or recreation
 - Social and economic well-being
 - Domestic, family, and personal relationships
 - Contribution to society
 - Control over day-to-day life (including other support provided and the way it is provided)

Details of the effect on your well-being (in the absence of any support you may already have in place)

- Details which support the responses given to the eligibility questions above should be provided here.

Agreement

Signature and date

- The issue of consent to share information should have been discussed at the start and end of the conversation.
- Ensure the carer understands fully with whom the information will be shared and the effect of their decision if they do not agree or place limitations on sharing. Explain:
 - The principles of confidentiality.
 - Possible situations where principles of confidentiality may be overridden by considerations of personal or public safety.
 - The reasons for and benefits of information sharing.
 - That information sharing need not be all or nothing – the person may request that certain information only is shared.
- Follow local protocols for consent to share information.

Ongoing support

Does the carer require a Personal Budget?

- Are the carer's eligible needs able to be met via community resources and support networks?
- Can their strengths be built on?
- If 'Yes' (the carer requires a Personal Budget), a social care authorised person should complete the 'Carer's Needs Profile' to determine an Estimated Budget.
- If 'No' (the carer does not require a Personal Budget), the Carer's Needs Profile does not need to be completed.

Carer's Needs Profile

Carer's Details

This section captures demographics relating to the carer and data required for mandatory reporting.

Time away from caring

How long during the day does the carer feel able to leave the person or people they care for alone at home?

- Take account of whether the cared-for person can respond to emergencies and the effect of any telecare/equipment already in place.
- Consider the cared-for person's level of need and how long they could be safely left on their own.
- Consider the carer's anxieties about leaving the person they care for alone.
- Consider whether telecare would be beneficial.
- Consider whether the carer needs a break if they are not able to leave the person they are caring for alone.

Does the carer need to be with the person or people they care for during the night?

- Take account of whether the cared-for person can respond to emergencies and the effect of any telecare/equipment already in place.
- Consider the cared-for person's level of need and how long they could be safely left on their own during the night.
- Consider the carer's anxieties about leaving the person they care for alone.
- Consider whether telecare would be beneficial.
- Consider whether the carer needs a break if they are not able to leave the person they are caring for alone.

If 'Yes', how does needing to provide support affect the carer's sleep?

- Are there any interruptions to the carer's sleep?
- Consider if the interruptions partly or solely relate to the care and support of the cared-for person.
- How often is the carer interrupted during the night and for how long?
- Does the carer find it difficult to go back to sleep after each interruption?

Challenges the carer is facing

The 'Effect on well-being' scale used for the eight questions in this section measures the degree to which the carer's physical or mental well-being is affected by the restrictions their caring role places on their ability to do the things set out for each of the areas.

- 'Little or no effect on well-being' means that the carer's caring role doesn't restrict their ability to do the things listed above, or that any restrictions they do experience are not having a noticeable effect.
- 'Moderate effect on well-being' might equate to the carer experiencing low mood, anxiety or stress one or two days a week, or experiencing a risk of their physical health deteriorating.
- 'Significant effect on well-being' might equate to the carer experiencing low mood, anxiety or stress more often than not in an average week, or experiencing less serious physical ailments.
- 'Severe effect on well-being' might equate to the carer experiencing low mood, anxiety or stress all or nearly all of the time, or experiencing more serious physical harm.

Getting out into the community - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to get out to local facilities such as shops, cafés, places of worship and community centres, and attend health appointments in the community.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feeling low in mood due to being stuck in the house all or a lot of the time
 - Feeling distressed due to not being able to go out to their place of worship
 - Suffering with illnesses due to not being able to get out to their GP or pharmacy

Developing new relationships and maintaining contact with people important to the carer - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to keep in touch with family members and friends, find ways to make new friends and avoid feeling lonely or isolated.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feeling lonely or isolated due to not having time to maintain family relationships or friendships
 - Getting frustrated at having no opportunities to meet new people
 - Experiencing relationship issues with the cared-for person due to spending too much time together and/or having nobody else to 'vent' to

Taking part in leisure, cultural or spiritual activities - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to explore and expand their own hobbies and leisure/cultural interests, including things like attending social or spiritual meet-ups and participating in games, sports or other pastimes.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feeling bored and low in mood due to not spending time doing things that interest them
 - Becoming physically or emotionally unwell or unhealthy due to low levels of activity

Taking part in work, training, education, or volunteering - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to, where relevant, get to their place of work, voluntary work or education and remain present and focused whilst there, and find new work, volunteering or learning opportunities if desired.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feelings of distress, low self-worth or having financial worries due to having to give up work or cut down working hours
 - Feeling unfulfilled due to not having the opportunity to study and learn

Performing any childcare duties - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to provide appropriate care for any children for which they have caring responsibilities – including siblings or children of the cared-for person.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feelings of regret that they aren't able to spend enough time with a child in their care
 - Feeling distressed that a child in their care is not having their needs sufficiently met
 - Suffering physical or emotional health concerns arising from trying to manage relationship issues within their household – for example due to jealousy issues or neglect

Performing any caring duties the carer has for other adults - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to provide appropriate care for any other adults for which they also having a caring role – for example an adult child with care needs.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Exasperation due to difficulties trying to divide their time between the adults they care for
 - Feelings of sadness and guilt about 'neglecting' the needs of another adult they care for

Maintaining and cleaning the home - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to keep on top of tasks such as tidying, cleaning, taking out rubbish, keeping their home warm and safe, and making sure bills are paid.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feeling distressed because their house or their clothes rarely or never feel clean
 - Suffering with illnesses or respiratory difficulties due to dirt, damp or mould in their house
 - Becoming stressed due to getting behind on bill payments

Shopping and preparing nutritious meals for themselves - what challenges is the carer facing?

- Consider whether the carer's caring role restricts their ability to keep on top of tasks such as going shopping for food and essential things, and making healthy meals, snacks and drinks.
- Examples of ways in which a carer's well-being might be affected for this area include:
 - Feeling stressed at not having the time or energy to shop properly
 - Suffering with health and/or weight issues due to not having enough food in the house or not having the time to make healthy meals

Health and well-being

What risk is there that the carer's mental health will get worse due to their caring role?

- How does the carer cope with the emotional demands of caring? Do they feel caring can be satisfying and if so, in what ways?
- Consider satisfaction of caring and coping strategies as well as difficulties of caring.
- Do they sometimes feel angry about their situation? How do they let off steam?
- Do they ever feel sad, upset or depressed? Do they have someone who they can talk to about their caring role, or do they find it difficult to discuss caring issues with others?
- Have they sought help about how they feel?
- Carers often experience stress, anxiety and depression so it is important to consider what support might be needed in this area.

What risk is there that the carer's physical health will get worse due to their caring role?

- Does the carer feel their physical health has suffered? How?
- Is the caring role physically tiring? Have they needed any medication or treatment as a result?
- Is sleep affected?
- What training/education have they received to support them in caring?
- Are they able to exercise or find other ways to relax?
- Consider long term physical effect of caring (e.g. ulcers, back/heart problems, blood pressure).
- Are they also a service user or eligible for support due to their own needs (rather than needs related to caring role)?

The care and support the carer is able and willing to provide on an ongoing basis

- Responses for the questions in this section should be based on discussion/agreement of the level of support considered safe and sustainable on an ongoing basis, rather than what is happening now.
- Are the carer and the person they care for making a realistic judgement of what can be provided?
- Any support from the carer that is being funded by the Local Authority should be excluded.

Care and support tasks (ongoing support): With which of these care and support tasks is the carer able and willing to provide support? Choose all that apply.

Day-to-day tasks (ongoing support): With which of these day-to-day tasks is the carer able and willing to provide support? Choose all that apply.

Other ongoing support: Support with social or recreational activities – How many times in an average week will the carer help?

Other ongoing support: Support with work, training, education, or volunteering activities – How many times in an average week will the carer help?

Other ongoing support: Support with work, training, education, or volunteering activities – How many times in an average week will the carer help?

Other ongoing support: Support with childcare needs – How much help in an average week will the carer provide?

Other ongoing support: If the cared-for person or people cannot spend time safely alone – which statement best reflects how often in an average week the carer will be present to ensure safety?