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# Angus Young Carers Statement

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Guidance for  
Practitioners

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## **Background**

[The Carers \(Scotland\) Act 2016 "The 2016 Act"](#) came into force on 1st April 2018. The Act sets out a duty on local authorities to prepare a Young Carer Statement (YCS) for carers who are under 18, or over eighteen but still at school. The YCS sets out the Young Carer's identified personal outcomes and needs and any supports to be provided to meet those needs.

In terms of assessment there is also provision for use of the wellbeing indicators already specified in terms of the [Children and Young People \(Scotland\) Act 2014](#). The Act acknowledges that certain Young Carers may already have a Child's Plan in terms of the Children and Young People (Scotland) Act 2014, but will require a YCS to be developed in line with duties under the 2016 Act to focus on their role as carer.

## **Who are Young Carers?**

A Young Carer is someone aged 18 or under who helps to look after or support a member of their family due to:

- Physical or learning disability
- Mental illness
- Physical illness
- Drug or alcohol problems
- Chronic or terminal illness

The person the Young Carer looks after might be their mum, dad, brother, sister, grandparent or any other person close to their family. They may look after the person all by themselves or they may help someone else. Many young people don't even realise that they are a Young Carer.

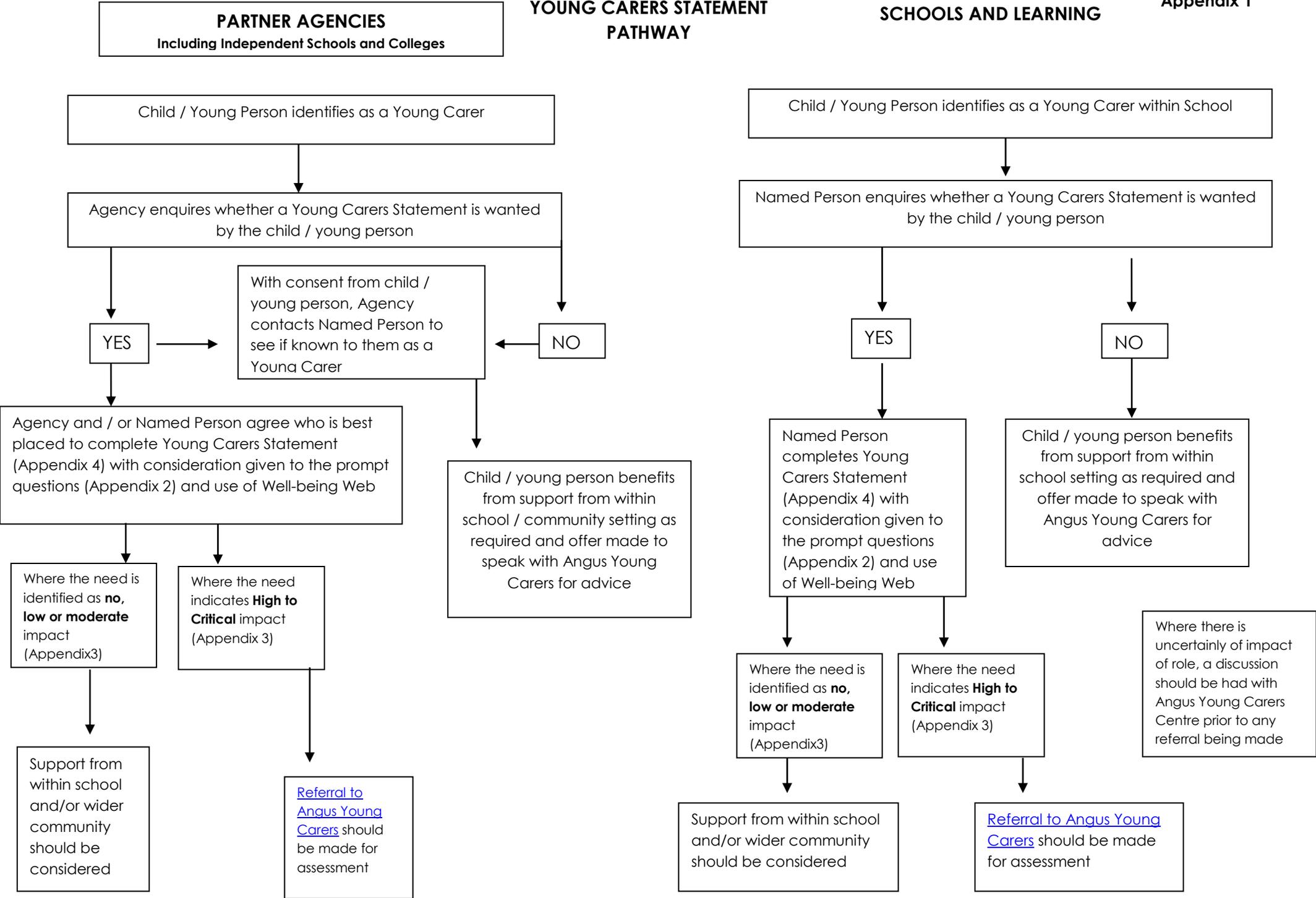
It is projected that one in ten young people have a caring role at some point.

### **How does a Young Carer obtain a Young Carer Statement? (Appendix 1)**

1. Where a child / young person identifies as a Young Carer within School, the Named Person enquires whether a Young Carer's Statement (YCS) is wanted by the child / young person.
2. Where the child/ young person wishes this, then the Named Person or other agreed adult should complete the YCS (Appendix 2.) In developing the YCS, consideration should be given to the prompt questions and use of the Well-being Web.
3. Good practice would be for the Young Carer to identify who they wish the YCS to be shared with.
4. Where the YCS indicates that the impact is High to Critical then a [referral to Angus Young Carers](#) should be made.
5. Where the need is identified as no, low or moderate impact then support from within school and/or wider community should be considered.
6. Where the child / young person does not wish a YCS then the child / young person benefits from support from within the school setting as required and an offer is made to speak with Angus Young Carers.
7. The completion of a YCS should be recorded on the chronology of significant events.
8. The YCS should be reviewed annually, as a minimum, or when there is a change in caring circumstances.

**YOUNG CARERS STATEMENT PATHWAY**

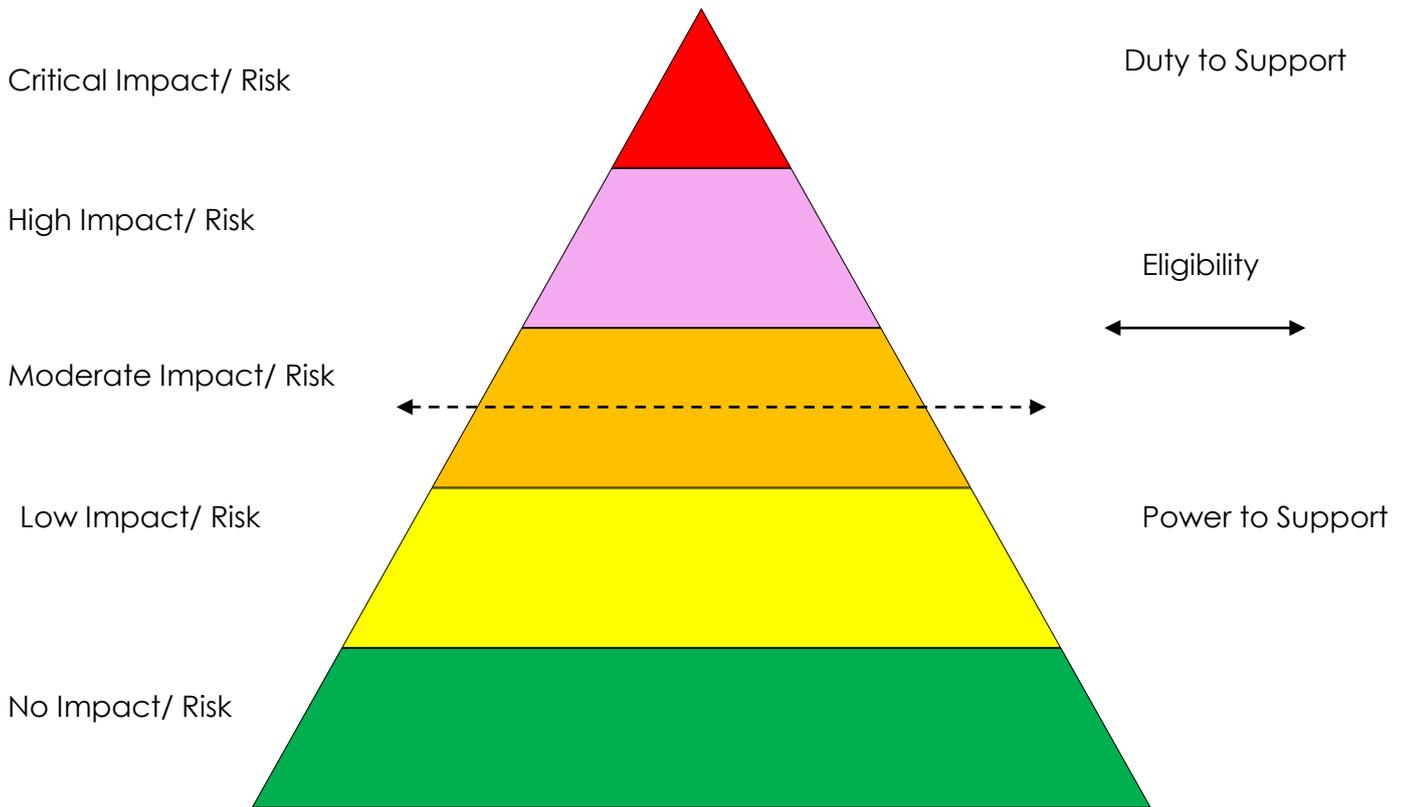
**SCHOOLS AND LEARNING**



**Prompts for discussion – Identification of Level of Need**

1. Who do you care for?
2. Who do you need to think about (brothers, sisters etc)?
3. What do you do for the person you care for? Are you happy in your caring role?
4. Is it different on different days? (e.g. medicine(s), housework, caring, shopping, help with falls, interrupted sleep during the night)
5. Who helps you or the person you are caring for if you are ill?
6. When you're not caring, what do you do?
7. Who supports you and your family? (e.g. Aunt, neighbour, brother, Social Worker, Mental Health Worker, home help etc.)
8. What would you like to do in the future?
9. What are you actually going to do?

Where the need indicates that the impact is High to Critical then a referral to Angus Young Carers should be made. Where the need is identified as no, low or moderate impact then support from within school and wider community should be considered.



National Indicator Young Carers 1/3	Caring has no impact	Caring has low impact	Caring has moderate impact	Caring has high impact	Caring has critical impact
<b>Social Opportunities</b>  <b>Reasons?: Financial, locality etc</b>	<p>I have regular social activities with my friends and family that I am happy with.</p> <p>I have the choice of taking a break from caring and opportunities to take part in activities I have expressed an interest in.</p> <p>Groups I attend to be aware that I am a Young Carer</p>	<p>I have some social opportunities with my friends and family.</p> <p>I have limited chances to take a break from caring and opportunities to take part in social activities with family and friends.</p>	<p>I have limited opportunities to engage in social activities with my family and friends.</p> <p>I have little chance to have a break from caring.</p>	<p>I rarely get a break from my caring role. I am able to engage in social activities with my friends very occasionally. As a family we do not have the opportunity to engage in social activities.</p>	<p>I never get a break from my caring role. I am never able to engage in social activities with my friends. As a family we do not have the opportunity to engage in social activities.</p>
<b>Emotional Well Being</b>  <b>Reasons?: No break from caring, learned negative coping strategies, other areas of life stressful, exam time etc</b>	<p>I have good emotional wellbeing.</p> <p>I generally feel happy and in control of my emotions</p> <p>School/other support services to be aware that I am a Young Carer.</p>	<p>My wellbeing is beginning to be affected.</p> <p>I sometimes struggle to control my emotions but I have adults in my life and or friends I can speak to and trust.</p>	<p>There is some impact on my emotional wellbeing.</p> <p>I have no one to speak to when I am worried. I struggle to control my emotions.</p>	<p>There is a significant impact on my emotional wellbeing</p> <p>I have no one to speak to. I feel sad most of the time.</p>	<p>My emotional wellbeing is breaking/has broken down</p> <p>I have no one to speak to. I feel sad all of the time.</p>
<b>Physical Health</b>	<p>I am in good health.</p>	<p>My caring role is beginning to have an impact on my physical wellbeing.</p>	<p>My health is at risk without intervention.</p>	<p>I have health needs that require attention. I am unable to attend GP or dental appointments.</p>	<p>My health is breaking/has broken down. I have not attended GP or dental appointments.</p>

National Indicator Young Carers 2/3	Caring has no impact	Caring has low impact	Caring has moderate impact	Caring has high impact	Caring has critical impact
<b>Education</b>	I can concentrate in class and I never miss school/college due to my caring role. I am able to fully participate in my education.	I sometimes struggle to concentrate in class. I am mainly on time and my attendance is good. I struggle more at stressful times .e.g. exams	I am often late to school and/or miss days at school due to my caring role. I have difficulty in concentrating in class and am not able to fully participate. I sometimes struggle to complete homework on time.	My attendance is low and my caring role is impacting on my ability to achieve. I am not able to concentrate in class and never get time to complete homework. I am not able to stay on at school and I am not sure if I could sustain a college course.	I am not able to attend school/college due to my caring role. I have no way of catching up on the work that has been missed.
<b>Living Environment</b>	My living environment is suitable, posing no risk to the physical health and safety of myself and the cared for person/people.	My living environment is mostly suitable but could pose a risk to the health and safety of myself and/or the cared for person/people in the longer term.	My living environment is unsuitable but poses no immediate risk.	My living environment is unsuitable and poses an immediate risk to the health and safety of myself and/or the cared for person/people.	My living environment is unsuitable and there are immediate and critical risks to my health and safety and that of the cared for person/people.
<b>Relationship with cared- for person</b>	My relationship with the person I care for is a good.  I have adults in my life that I can trust.  Family acknowledge and understand my role as a Young Carer.	I mostly get on with the person I care for but sometimes there can be arguments about the caring role. I share the positives and negatives of my life with them.  Family acknowledge and understand my role as a Young Carer.	I do not get on with the person I care for and feel I cannot share things with them.	My relationship with the person I care for is in danger of breaking down. There are lots of arguments between me and the person I care for. I can't remember a time when the relationship was positive.	I have a negative relationship with the person I care for. I no longer want to live at home and I will move out when I am 16.

National Indicator Young Carers 3/3	Caring has no impact	Caring has low impact	Caring has moderate impact	Caring has high impact	Caring has critical impact
<b>Relationships with others</b>	I have friends and family that I enjoy spending time with and that I can trust.	I am able to maintain relationships with other key people in my life. I have friends that I enjoy spending time with and that I can trust.	I have friends in school/ college but do not get to meet them outside of school. I have other family members but cannot rely on them.	I speak to people in school/ college but they do not know about my caring role. I do not have any friends out with school. I have no other family members who help.	I have no one that I would call a friend. No one knows about my caring role. I sit next to people in class but don't share details of my life. I do not speak to other family members.
<b>Future Planning</b>  <b>This is generally not something that we discuss until the Young Carer is around 14/ 15 years old</b>	<p>I am confident about planning for the future and have no concerns about managing caring.</p> <p>I am fully informed and know what will happen if I get a job/more away from the area etc.</p> <p>School/ college to be aware of Young Carer status and advice given as appropriate.</p>	<p>I am largely confident about planning for the future but have minor concerns about managing caring.</p> <p>I sometimes wonder what will happen if I want to move away from the area.</p> <p>School/college to be aware of Young Carer status and advice given as appropriate.</p>	<p>I am not confident about planning for the future and have some concerns about managing caring.</p> <p>I don't know what will happen if I decide to go to college/ uni/ get a job/ move away from area.</p>	<p>I am anxious about planning for the future and have significant concerns about managing caring.</p> <p>I don't know how I can get a job/ go to college/ move away. There is no one else to care.</p>	<p>I am very anxious about planning for the future and have severe concerns about managing caring.</p> <p>I will continue to stay at home in my caring role as there is no other option. I do not feel I will be able to get a job/go to college etc.</p>

**Young Carer's Statement**

Name:

Age:

Cares for:

Caring role:

Siblings:

Current family situation:

Info from carer's card:

Supports currently in place (if applicable):

Support required:

**In the Future**

Future caring role:

Future (hopes):

Support required in the future:

**Consent for sharing info**

Who has access to the statement:

**Signature:**

**Date:**

## FREQUENTLY ASKED QUESTIONS

### **1. Where the Young Carer's Statement should be kept?**

A copy of the Young Carer's Statement should be kept within the Pupil Progress Record (PPR) or held within the Wellbeing App within SEEMiS.

### **2. How often should the YCS be reviewed?**

The YCS should be reviewed annually, as a minimum, or when the circumstances around caring change.

### **3. Where should I record that a pupil has an YCS?**

'Young Carer' is now a category in the Student Need List in the Personal Tab of SEEMiS. This should only be ticked if the learner's additional support needs arise from the fact that they are a Young Carer. If the learner is a Young Carer but does not have additional support needs arising from this, their Young Carer status should be recorded only on the Authority Tab (see Recording ASN Data in SEEMiS Guidance).

### **4. What happens to YCS at transition?**

The YCS should remain in place until the pupil becomes 18 and / or an adult statement is put in place.