

Preparing for the Adult Social Care Assessment Process

Assessment questionnaire **Authorised print version**

This assessment questionnaire is designed to help us learn about your circumstances and the outcomes which are important to you. This will enable the assessor to signpost you to information and advice which may help you to achieve your outcomes, identify whether you are eligible for any support to help you now or to prevent or reduce your need for assistance in the future.

Name			
Address			
Telephone		Gender	
Date of Birth		Age	
Worker name		Team Name	
Start date			

1. Person details

1.1.1: Social care assessor – is there any reason why the person may have substantial difficulty participating in this assessment? If so, identify who can assist with the assessment?

1.1.2: How would you like us to contact you?

Telephone	Yes/No	Can we leave a message	Yes/No
Email	Yes/No	Email address	
Letter	Yes/No		

1.1.3: Please provide the name and contact details of anyone else who may need to be involved in the assessment and/or with whom you would like us to consult:-

	Contact 1	Contact 2	Contact 3	Contact 4
Name				
Relationship				
Contact details				



Assessment questionnaire print version 1. May 2015 1



Aim of this session:

- How the process should work
- Eligibility for support
- Transition
- Practical tips to help you prepare
- What if you're not happy with the process or outcome?
- Advocacy
- Need more information or support.....?



Why is it so important to prepare?



- Reality – some workers are better than others at completing the AQ
- In an emergency the AQ will be used so it is important to get it right and to keep it up to date
- You are the experts – but you probably don't realise how much you do because it is your 'normal'

The Care Act 2014

- New Act accompanied by new regulations and statutory guidance – completely replaces existing system
- Most came into force in April 2015.
- Much of the **underlying process** in accessing care and support remains the same, however there are some key new duties and rules which will apply.

Process for obtaining support

request needs assessment from local authority

local authority confirms whether it will carry out an assessment

must be completed in an “appropriate and reasonable timescale”

each identified need is assessed against national eligibility criteria

assessment will result in a care and support plan setting out how eligible needs will be met. local authority required to work with other agencies where required

financial assessment

care delivered either directly or via the receipt of direct payments

LA must also consider general duties
e.g. wellbeing, advocacy,
prevention/delay of needs

Overview – The Care Act

General duties and wellbeing

Section 1 Wellbeing principle

Section 2 preventing needs for care and support

Section 3 integration of care and support with health services

Section 4 information and advice

Section 5 diversity and quality of services

The wellbeing principle

Section 1: The general duty of an LA is to promote the individual's 'wellbeing'.

(applies when making any decisions under the Care Act)

↳ Consider:

- Personal dignity (including treatment of the individual with respect)
- Physical and mental health and emotional well-being
- Protection from abuse and neglect
- Control by the individual over day-to-day life (including over care and support, or support, provided to the individual and the way in which it is provided);

↳ How might this apply in practice?

- At the care assessment stage – consider somebody's wellbeing and their goals etc.
- Care planning – what support is needed to meet somebody's needs – how does it tie in with the wellbeing principle

Assessments

- Threshold - where a person may have needs for care and support
- Should be person centred
- If individual lacks capacity, then local authority must provide an independent advocate to support them in assessment process
- must be of the adult's needs and how they impact on their wellbeing, and the outcomes they want to achieve
- must be carried out with involvement from the adult and their carer or someone else they nominate.
- Joint assessments with relevant agencies/combined assessment



Assessment of Adults in Need

An adult in need is unable to achieve an outcome if only able to do it with assistance

Duty 'to involve carer'

'Local Authorities must consider all of the adult's care...needs, regardless of any support being provided by a carer...information on the carer that [the carer provides]...can be captured during assessment but it must not influence the eligibility determination' (para 6.15)

An adult's needs meet the eligibility criteria if...

- a) The needs are caused by a physical or mental impairment or illness;
- b) As a result of the adult's needs the adult is unable to achieve **two or more** outcomes; and
- c) As a consequence there is, or is likely to be, a **significant** impact on the adult's well-being

Unable to achieve **2** or more outcomes:

- a) Managing and maintaining nutrition
- b) Maintaining personal hygiene
- c) Managing toilet needs
- d) Being appropriately clothed
- e) Being able to make use of the adult's home safely
- f) Maintaining a habitable home environment
- g) Developing and maintaining family or other personal relationships
- h) Accessing and engaging in work, training, education or volunteering
- i) Making use of necessary facilities or services in the local community including public transport, and recreational facilities or services
- j) Carrying out caring responsibilities the adult has for a child¹¹

Unable to achieve an outcome if...

- a) Is unable to achieve it without assistance;
- b) Is able to achieve it without assistance but doing so causes the adult significant pain, distress or anxiety;
- c) Is able to achieve it without assistance but doing so endangers or is likely to endanger the health or safety of the adult, or, of others; or
- d) Is able to achieve it without assistance but takes significantly longer than would normally be expected

Care & Support Planning



Following an assessment the local authority has a duty to meet eligible needs. They must:

- Prepare a care/support plan for the individual or a support plan for the carer
- Inform the adult of which needs will be met and where direct payments can be used
- Help the adult decide how to have their needs met

If no eligible needs then the local authority must give a written explanation of why it won't meet their needs and information and advice in writing about how they can meet or reduce their needs

Transition provisions – Approaching 18...

Child's needs assessment – section 58

- Required if a child is likely to have care needs after 18 and there is a benefit/consent
- Required to assess what the needs are at present and in future – Child's wellbeing and goals must be considered, and how care can contribute
- Must indicate if child will be eligible after 18 and what can be done to prevent more extensive needs developing (S. 59(4))

Once the child turns 18...

- The LA can consider the assessment as being a 'needs assessment' OR any assessment carried out under s.17 of the Children Act or EHC Plan should continue to remain in force until needs assessment and support plan have been determined (S. 66)

Other assessments

- Similar provisions apply for a child's carer, before the child has reached the age of 18 – required if of benefit to carer and child likely to have needs after the age of 18- similar consideration to other cares
- LA has the power to meet the child's carers needs (S. 62)
- Young carers need assessment can be undertaken – assessment carried out where of significant benefit and it is likely that they will have needs for care and support after reaching age of 18

Where does this fit in with the Children & Families Act?

For disabled young people aged 18-25 there will be an impact from both pieces of legislation.

- Key themes that are similar between both pieces of legislation:-
 - Outcome focused
 - Focus on choice and control over support
 - Focus on the importance of involving the young person and their families – person centred
 - Duty to ensure integration between different bodies and organisations
 - Children and Families Act – the s.19 duty to promote the “*best possible educational or other outcome*” for the child /young person
- Young people or their parents can request a child’s needs assessment at any time prior to 18th birthday, regardless of whether they have an EHC plan or not.
- Care and support in the EHC plan will relate to meeting educational needs via provision of health, education and social care. The Care Act will relate only to social care provision.

Before the Assessment...



*Top
Tips*

- Ask for the assessment in good time, especially if there is a change – don't rely on the Council to get in touch with you
- If the worker wants to meet the person you care for without you, make sure anyone supporting them is familiar with the process
- If you feel you can't speak openly in front of the person you care for, let the assessor know before. There can be more than one meeting
- You can have someone with you during the assessment (friends, workers, support staff, family) – anyone who knows the person you support well
- Ask to see a copy of the assessment before your meeting to prepare some answers and understand the form better
- Always ask to have a copy in front of you to be able to look at the questions and follow the options yourself
- The more examples and evidence the better! Put up sheets with the questions on so that you can quickly note examples down as they come to you or make a diary of a typical week to remind you.

Finally, be prepared for it to take at least a couple of hours to complete the process – usually longer!

The Assessment Questionnaire

Assessment questionnaire

Authorised print version

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Evidence and examples



The assessment is supposed to consider the person's needs as if they are on their own without you.

What happens?

Why it happens?

Consequences – what it leads to for the person you care for and those around them

Lack of examples.....try some things out! E.g. burn some toast and see how your relative reacts to the smoke alarm....

YOUR PHYSICAL, EMOTIONAL AND MENTAL HEALTH NEEDS

This question considers whether you have health needs which may benefit from review or rehabilitation which could improve your outcomes and promote your wellbeing and whether you are potentially eligible for health resources.



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This section doesn't score any points and hasn't any money attached to it but depending on the answer, it will lead to completing **the Continuing Healthcare Checklist** to see if you are eligible for health funding.

Think about all the conditions the person has including any formal diagnosis, medication how the disability affects them.

This section is often used to write a 'pen picture' of the person

MAINTAINING PERSONAL HYGIENE AND MANAGING TOILET NEEDS/BEING APPROPRIATELY CLOTHED

This domain covers 3 Care Act outcomes

This part is about whether you are able to wash, be appropriately clothed, and manage your toilet needs.



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Tips*

Think about....

- Help with toileting, washing, bathing, showering, dressing, getting the water temperature right, suitable clothes for the weather, clean clothes, routines and rituals, medication, shaving, cleaning teeth, brushing hair, managing periods, shaving, applying creams....
- Think also about prompts not just the doing of the above.
- What you do, why you do it and the consequence of if you didn't.

Throughout the assessment....

To what extent will this support be given by family or friends?

None

Some

Most

All



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Tips*

The key word in this is **WILL**

- This question is not about what you are doing now, it's about what you are willing and able to do in the future – there may be a big difference
- It is ok to say that you can't continue to do what you are doing now or that you need other people to help also
- If you don't feel you can answer this in front of the person you care for, find a way to tell the assessor. You can come back to it

Throughout the assessment....

Is the person unable to achieve this outcome without support and if so is there likely to be a significant impact on their wellbeing?

Yes / No

- This relates directly to the eligibility criteria.
- The worker completing the assessment has had to evidence why they feel the person cannot achieve the outcomes (see earlier slides)



MANAGING AND MAINTAINING NUTRITION

This part is about the support/encouragement or assistance you need to help with eating, drinking or preparing meals.



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Think about things like...

- Can the person make a simple snack – e.g. Sandwich cereal or get crisps and water....
- Preparation of the meals, Do you need to cook the whole meal for the person? Can the person use the cooker, microwave, kettle, knives – do they need prompting and supervision?
- Can they read use-by dates or instructions or know when food is off
- Do they need their meals cut up or to be fed?
- Are there any particular dietary needs or routines?
- Can they carry food to a table or get it out of a hot oven etc...

MAKING DECISIONS AND ORGANISING THINGS

This part is about who decides important things in your life. Things like how you spend your time, where to go, what to eat, who supports you, how your money is spent.

Think about things like....

- Using money – budgeting, handling small amounts, change, understanding the value
- Written information – can you read, but how much can be comprehended, would you sign anything if asked?
- Small decisions can be made in life like what to wear, what you would like to do but how are bigger decisions made?
- Bigger decisions in life like health related – e.g. flu jab, operations, eye checks, dental checks etc. How do they make that decision? What support do they need?
- How would people answer when asked to make a choice? Do they just agree or say what they think you want to hear? How should information be presented? What kind of words to use....



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Tips*

MAINTAINING A HABITABLE HOME AND ENVIRONMENT

This part is about whether your home is sufficiently clean and maintained to be safe and has essential amenities.

Think about things like....

- Would they know who to call for home repairs?
- Would they manage up keep of the home
- Can they pay house hold bills
- Laundry
- Changing a light bulb, fuse



Note: Although this is assessed and scored, it is unlikely that someone who is living with family will be considered for funding for this at this point. When the person moves out of home or if circumstances drastically alter then their needs would become eligible and money added to their indicative budget

MAKING USE OF COMMUNITY FACILITIES AND SERVICES

This section is about the person's ability to get around in the community safely and their ability to use facilities such as public transport, shops or recreational facilities when considering the impact on their wellbeing.

This does not include the provision of patient transport (NHS responsibility) but may include the need for support in attending health care appointments

Think about things like....

- What happens if the person has no activities?
- Do they have a set routine?
- Do they have regular social activities and relationships that they need support to maintain? What would happen if there was no support – could they maintain them on their own?
- What is their behaviour like in different community settings? E.g. Do they need to avoid crowded places for various reasons? Are they particularly
- Do they need to be occupied every day?
- What about travelling to different places?
- Do they need help to use money or make choices when out?



MAKING USE OF THE HOME SAFELY

This indicates moving around inside and the immediate environment around the home.



Think about things like....

- The boxes also indicate that it is about outside too. This may mean very locally such as in the garden or pathways to and from the home. (We're seeking more clarity on this)
- Any extra help needed or used to move around either at home or when out and about
- Additional support e.g. Hoisting, changing and how many people does it take?

ACCESSING AND ENGAGING IN WORK, TRAINING, EDUCATION OR VOLUNTEERING

This part is about working and learning. The work may include voluntary work or paid work that you choose to do. This part is also about learning opportunities at a local college or community centre or anywhere else you choose to attend.

Think about things like....

- Would they like to go to college or work or even volunteer? Would they need support to do this?
- Would they like to learn at a place that's not college but still learning e.g. Enable, Learning Hub, Work Ltd
- Do they have experiences of what happens if not supported in work or learning opportunities e.g. at school

Note: There are different responses around this question according to the age and education situation of the individual



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Tips*

KEEPING FREE FROM HARM

This includes harm that may be done to you by others as well as harm you may cause to yourself.

Think about things like....

- Can the person travel independently or cross roads safely i.e. judging time, distance, speed,
- Vulnerability – talking to strangers, money, sharing personal information
- Do they understand about fire safety? Would they understand what to do / how to react to a smoke alarm? Are they able to dial 999 and know what to do in an emergency? Would they open the door to people they don't know?
- Can they be left in the house alone? If so how long for? Would you need to be in the immediate area or why can't you leave them? What would happen if you do leave them? What would they do?
- What would they do if they were alone and they hurt themselves....?
- Physical behaviours that may hurt you or others e.g. hitting, biting, hair pull
- Responses to strangers – other peoples lack of understanding and empathy could lead to bad reactions or people taking offence
- Not knowing their own strength e.g. Hugging
- Not looking for danger e.g. Pulling someone into the road
- Touching people – hard for drivers sometimes
- Simple things like insisting on carrying hot drinks and spilling them



DEVELOPING AND MAINTAINING FAMILY AND PERSONAL AND OTHER RELATIONSHIPS

This part is about assistance you may need to help promote positive relationships with others, including helping you to address barriers to those relationships which result from your health impairment.

Think about things like....

- Support to make friendships and relationships in a range of settings
- Internet and phone safety
- Being able to keep in touch with family e.g. If living away from family
- Help with key tasks like birthday and Christmas cards and presents
- Importance of how other people know and understand individuals and can help in advocacy role
- Supporting older relatives or others who may need support that the person is close to



Note: This is a new area so still learning what is being understood as eligible.

EQUIPMENT AND ADAPTATIONS AND ASSISTIVE TECHNOLOGY

This part is about meeting your outcomes and minimising the impact on your wellbeing. There may be adaptations or equipment or assistive technology that you need to do that safely.



Think about things like:

- Equipment that is used around the home or when out and about such as hand rails, special shoes, hoisting equipment, monitors etc
- Think about panic alarms, call button, electronic monitors, voice reminders, smoke detectors, gas sensors, epilepsy sensors, pressure mats and bed sensors.....

Note: This section may trigger a referral to an Occupational Therapist or to the Equipment and Adaptations service. No actual funding is linked to this question

Carers Questions

This is NOT a Carers Assessment



Top
Tips

- You should NEVER be expected to answer these questions in front of the person you care for
- If necessary, set up a separate time to meet or discuss this
- It is important to tell the assessor if you do not want your answers to be shared with the person you care for when the assessment is completed
- It's essential to think about yourself!

INFORMAL SUPPORT

This part is about the support you get from family members, friends, neighbours and community groups you may be part of.

I have family members, friends or my community who provide unpaid (informal) support Yes / No

If you answered yes above, please choose one of the following options:

- A. My family, friends and community can provide all of the support I need
- B. I am able to get much of the support I need from family, friends or community and have or need occasional paid support
- C. I am able to get only some of the support I need from family, friends or community and have or need significant paid support.
- D. I get little support from family, friends or my community

If the person you care for uses any services, such as school, day services, transport and they still live at home, remember to think of them as 'paid support'.



Please tell us how providing informal support impacts on your daily life, and the support you would like to continue your caring role

- A. It causes me no concern in my daily life
- B. It causes some concern and has some effect on my daily life
- C. It causes significant concern and has a significant impact on my daily life
- D. It has a major or critical impact on my daily life and affects my health and well-being.

Think about things like....

- **You!** Not just as a carer but as a person in your own right with needs, wishes and aspirations and part of a family and community
- Your health and well-being
- Employment, social life, education and learning.....
- Ability and willingness to carry on and for how long
- Worries and fears
- Being able to see other family members e.g. Look after grandchildren or spend quality time
- Breaks from caring – when did you last have a holiday you chose³⁴...



Carers Assessments



Two big changes to the current law on carers' assessments:

1. Removes the requirement to **ask** for an assessment
2. Removes the requirement for the carer to be providing substantial care on a regular basis

The only requirement is that the carer '**may have needs for support – whether currently or in the future**'.

Carers assessments must consider if a carer is willing and able to continue to care and take into account if the carer is working, training or in education or wishes to be.

Local authorities are required to consider whether the carer would benefit from preventative services, information and advice or anything that might be available in the community. Care provided can be practical or emotional

Charging



- Local authorities can continue to charge for meeting needs or putting arrangements in place to meet the needs of individuals and carers
- Cap on care costs for the person with care needs and people will have 'care accounts' that are for what they have paid towards their eligible needs
- Individuals and carers can be charged – there could be difficulties separating out who a service is for at times. (Sheffield is not charging carers we think)

After the Assessment



*Top
Tips*

- Always ask for a copy once typed up to read through before this is submitted to panel. Ask someone to go through it with you and make sure that you tell them if you are not happy about something.
- If you don't agree with the shared view, make sure that is pointed out and written on the assessment. This may need to be looked at again and unpicked further – Look Again process
- Have they mentioned charging? They should have told you about this and you can ask for a financial assessment so that you know how much the person is likely to be asked to contribute towards their package of support
- Ask for a timescale of when you will hear back

More Information



Sharing Caring Project at Sheffield Mencap & Gateway

Tel: 0114 2758879

Email: scpoffice@sheffieldmencap.org.uk



Link for copy of Assessment Questionnaire:

<https://www.sheffield.gov.uk/caresupport/adult/how-get-support/assessing-your-needs.html>



Carers UK booklet about Assessments

<http://www.carersuk.org/files/helpandadvice/4765/factsheet-e1029--assessments-your-guide-to-getting-care-and-support.pdf>