

Claiming Disability Living Allowance for a child under 16

Where to send the completed form

Please send the completed DLA Child new claim requests form to:

Disability Benefit Centre 4
Post Handling Site B
Wolverhampton
WV99 1BY

All other Child forms and letters should be sent to the address above.
For further help you can phone the DLA Helpline on 0800 121 4600
or use a textphone and call on 0800 121 4523 if you have speech or hearing
difficulties.

Phone: 0800 121 4600



Information booklet

This information booklet will help you fill in the form and will:

- explain the questions we ask
- tell you how to answer the questions
- give you examples of other things you can tell us, and
- tell you about Disability Living Allowance (DLA), other benefits and organisations who can help you

When you see



in the form, use this **information booklet** to help you understand and answer the questions.

Please use black ink to fill in the form. Do not worry if you are not sure how to spell something or you make a mistake. If you want to correct a mistake, please cross it out with a pen – do not use correction fluid.

This booklet gives general information and doesn't cover everything.

What is Disability Living Allowance?

Disability Living Allowance (DLA) is a benefit to help with extra costs if a child under 16 has a disability, illness or health condition severe enough they:

- need much more looking after than a child of the same age without a disability, or
- have walking difficulties, or both

You may not think of the child as being disabled, but if they need the type of help explained in these notes, they may get DLA.

Who can claim DLA for a child?

You can claim DLA for a child as long as you look after them as if you are their parent. 'Parent' includes step-parents, guardians, grandparents, foster-parents, and even older brothers or sisters.

DLA is tax-free. You can claim even if you work or if your family has savings or money coming in.

Can I get DLA for a child?

To get DLA a child must normally:

- live in and be present in Great Britain or, live in the European Economic Area or Switzerland and the United Kingdom (UK) is responsible for paying them sickness benefits or
- be allowed to enter or stay in the UK and not be stopped from getting benefits or
- need extra looking after or have walking difficulties or
- need much more day-to-day help than children of the same age and
- have had these needs for at least 3 months and these needs are likely to last for at least another 6 months unless you are claiming for them under the special rules

The special rules are explained in the claim form on page 2.

When can I claim DLA for a child?

You can claim straight away. We will deal with the claim as soon as possible.

How is DLA worked out?

There are two parts of DLA – mobility and care. A child can get money for one part or both. The official word for these parts is 'component'.

You may see the word 'component' in forms and letters. How much they get is based on how much help they need, not their disability or health condition.

Mobility

There are two mobility rates.

Lower rate

For a child aged 5 or over who can walk but needs extra help from someone to guide or supervise them to get around outdoors in places they don't know well.

Higher rate

For a child aged 3 or over who, because of a physical disability:

- cannot walk at all or
- can walk, but their ability to walk outdoors without severe discomfort is so limited they can be considered virtually unable to walk or
- can walk but the effort needed could seriously affect their health.

A child may also get the higher rate if they:

- have had both legs amputated above the ankle or through the ankle, or were born without legs or feet or
- are certified as severely sight impaired or blind and meet other conditions relating to their sight loss or
- are deaf and blind and they need someone with them when they are outdoors or
- are severely mentally impaired with severe behavioural problems and qualify for the highest rate of the care part

By 'extra' we mean much more than a child of the same age without a disability.

Care

There are three care rates.

Lowest rate

If a child needs extra looking after for some of the day, which can be about an hour.

Middle rate

If a child:

- needs extra looking after several times at short intervals right through the day or
- needs extra looking after more than once a night or once for about 20 minutes or more or
- needs extra supervision right through the day or
- needs someone to be awake at night to watch over them several times or once for 20 minutes or more

Highest rate

If a child needs help during the day **and** night.

A child may also get the highest rate if a claim is made under the special rules. The special rules are explained in the claim form on page 2.

By 'extra' we mean much more than a child of the same age without a disability.

How the Department for Work and Pensions collects and uses information

When we collect information about you and the child we may use it for any of our purposes.

These include dealing with:

- social security benefits and allowances
- child support
- employment and training
- financial planning for retirement
- occupational and personal pension schemes

We may get information about you and the child from others for any of our purposes if the law allows us to do so. We may also share information with certain other organisations if the law allows us to.

To find out more about how we use information, visit our website at www.gov.uk or contact any of our offices.

Where to get help and advice about DLA and other benefits

You can:

- phone the DLA Helpline on **0800 121 4600**
- use a textphone and call **0800 121 4523** if you have speech or hearing difficulties
- contact your local Jobcentre Plus. The phone number and address are in the business number section of The Phone Book
- contact an advice centre like Citizens Advice
- Visit www.gov.uk/browse/benefits

If the child is awarded DLA you may be entitled to:

- **Carer's Allowance or Carer's Credit.**
- **Extra money if you or anyone in your household is on Income Support, Jobseeker's Allowance, Pension Credit, Child Tax Credit or Working Tax Credit. You should contact the office who pays the benefit to claim the extra money.**

Information about Carer's Allowance and Carer's Credit

Carer's Allowance

A person could get Carer's Allowance (CA) if they:

- are aged 16 or over, and
- spend at least 35 hours a week caring for a disabled child

The child must be awarded DLA at the middle or the highest rate of care before the CA claim is made.

Other CA claim conditions apply.

CA should be claimed within 3 months of the DLA decision being made or the carer could lose benefit.

Carer's Allowance and other benefits

Some benefits, allowances or pensions can affect how much CA we pay.

However, extra money could be paid with:

- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- Universal Credit
- Income Support
- Pension Credit
- Housing Benefit

Carer's Credit

This is a National Insurance credit for carers of working age who:

- can't get CA, and
- look after one or more disabled children for 20 hours or more a week

If the child or children being cared for don't receive DLA (at the middle or highest rate of care), the carer must get a care certificate for each child they look after.

Other Carer's Credit claim conditions apply.

If you get Child Benefit for a child under age 12, or CA, you will already be getting NI credits.

For more information about Carer's Allowance or Carer's Credit:

- phone us from 8.30am to 5pm Monday to Thursday, or 8.30am to 4.30pm on Friday on **0800 731 0297**
- if you have speech or hearing difficulties, you can contact us using a textphone on **0800 731 0317**
- visit our website at: **www.gov.uk**
- email: **cau.customer-services@dwp.gsi.gov.uk**
- write to: Carer's Allowance Unit, Mail Handling Site A, Wolverhampton, WV98 2AB

Other organisations who can help

Contact a family

If you need confidential, independent advice about any aspect of caring for a disabled child you can:

- phone **Contact a Family** helpline on **0808 808 3555** Monday to Friday, 9.30am to 5pm
- visit the website at: **www.cafamily.org.uk**

Family fund

You may also be able to get help from the **Family Fund**. You can:

- visit the website at: **www.familyfund.org.uk**
- write to: Family Fund, 4 Alpha Court, Monks Cross Drive, York YO32 9WN

General tips for filling in the claim form

The claim form asks for a lot of information about the child and what help they need. It may help to get together any supporting health information such as:

- medical reports
- care or treatment plans
- test results
- up to date prescriptions

We need you to send in photocopies of this supporting information with the claim form, if you have it. It will help us make a decision on the amount of help the child needs.

Don't delay sending in the claim form if you are waiting for supporting information. Tell us at question 70 what you are waiting for and send us photocopies of the supporting information when you get it.

We don't need information like:

- appointment letters
- general information about the disability or health condition from the internet or a leaflet
- general information about medication prescribed for the child

Not all questions will apply to the child, please read the questions carefully along with the information in this booklet.

You may find it hard to fill in the form in one go. It may help to do it in stages – take regular breaks before completing the next part.

We understand it may be upsetting to describe in detail what help the child needs. We only ask for all this information so that we can make sure we make the right decision.

If you can, it may be useful to photocopy the claim form once you've filled it in. If we award DLA and there is a change in the amount of help the child needs or we need to review the DLA award, it will be useful for you to know what you've said previously.

23 About the questions in the claim form

This is about aids and adaptations they use or have been assessed for.

Aids are things like:

- braces
- supports
- crutches
- buggies
- wheelchairs
- commodes
- reading and learning aids such as computer programmes

Adaptations are things like:

- ramps
- slopes
- rails
- alterations to the home, such as widened doorways

You should include any aid or adaptation they can use with or without help.

Here are a few examples of the help they may need to use an aid or adaptation. It's not a full list and doesn't cover everything.

They may need help to:

- use an aid or adaptation safely
- get on and off a raised toilet seat
- put on and take off a back brace or incontinence pants
- maintain a hearing aid, keep it clean and ensure small parts like batteries are not put in their mouth
- be reminded or encouraged to use the aids
- propel a wheelchair up a ramp or a slope

27 This question is about how far they can walk before they stop because of severe discomfort.

To estimate the distance they can walk it may help you to know:

- an average adult step is just under one metre (one yard)
- a double-decker bus is about 11 metres (12 yards) long
- 12 cars parked end-to-end with a small gap between them would be at least 50 metres (55 yards)
- two full-size football pitches are about 200 metres (218 yards) long

29 This question is about how they walk, please tick any boxes that describe these difficulties.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

If you want to tell us why you've ticked the boxes, any other difficulties or anything else you think we should know, use the box below.

They may:

- refuse to walk even if they can physically walk
- have a stiff leg causing uneven steps
- have an upper body stoop which causes a lack of balance

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to

These are about needing someone to guide or supervise them most of the time when outdoors.

Guide means to physically lead or verbally direct them to safely find their way around.

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Supervise means checking routes for dangers or obstacles, keeping an eye on how they are and if they can carry on walking. It includes coaxing, encouraging, persuading or talking so they carry on walking to avoid danger.

For example

If they walk safely next to a busy road without putting themselves or others in danger but can't cross a road safely, you would answer like this:

Can they:	Yes	No
walk safely next to a busy road?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
cross a road safely?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can go to the local shop on their own. It's next to a busy road, but they don't have
to cross it. We took this route together many times before they could go on their own.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- follow simple directions but wouldn't ask for help if lost
- accept sweets or a ride in a car even if they didn't know the person
- get upset by traffic noise or crowds, and panic
- suddenly run across the road if they see a friend on the other side
- only be able to cross roads using a pedestrian crossing
- become unsteady and may fall

37 This is about help needed to get in, out, or settle in bed during the day. It can be encouragement, prompting or physical help.

For example

If they need encouragement to get out of bed in the morning and again after an afternoon nap, and it takes 4 minutes each time, you would answer like this:

They need encouragement, prompting or physical help to:	How often each day?	How long each time?
get out of bed	twice	4 minutes

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They don't want to get up in a morning because they're depressed and would
just lie in bed all day. At least twice a week it takes up to an hour to persuade
them to get up. Their medicine makes them so drowsy they usually have a nap
in the afternoon. It's not usually as bad to get them up again in the afternoon
as the morning.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- need help to sit up and get out of bed due to stiffness
- not understand it is time to get up or go to bed
- need to be told to get up as they can't read a clock or hear an alarm
- need to let their medicine take effect before getting out of bed
- be distressed because they are in pain, or need settling and comforting and the covers put in place

38 This is about help needed to go to or use the toilet during the day. It can be encouragement, prompting or physical help.

For example

If they need to be prompted to go to the toilet, to take their underwear down, to wipe themselves and to wash and dry their hands, you would answer like this:

They need encouragement, prompting or physical help to:	
go to the toilet	<input checked="" type="checkbox"/>
manage clothes	<input checked="" type="checkbox"/>
get on and off the toilet	<input type="checkbox"/>
wipe themselves	<input checked="" type="checkbox"/>
wash and dry their hands	<input checked="" type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They won't go to the toilet unless told. I have to keep telling them or they will soil
themselves. They keep telling me they don't need to go so it takes a long time. If
they soil themselves they won't tell me and will smear their faeces. When they are
at the toilet, I have to be with them to tell them what to do.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- have difficulty moving from a wheelchair to a toilet
- need to have cream applied after using the toilet
- be constipated or have diarrhoea and need encouragement or comforting
- refuse to use toilets other than the one at home
- not be able to manage zips and buttons
- not be able to reach or don't know to wipe themselves after using the toilet

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This is about help needed to move around indoors during the day. It can be encouragement, prompting or physical help.

For example

If they need physical help to get up and down stairs, you would answer like this:

They need encouragement, prompting or physical help to:

go upstairs



go downstairs



If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can go up and down one or two steps. If there are more than two steps they are
carried. They've fallen on the stairs at home as there are too many steps for them to
manage. Going up and down steps makes them very breathless and this makes them
likely to fall.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- stiffen up if they sit for too long
- become dizzy if they get up from a chair or wheelchair too quickly
- need to be encouraged to get up and move around
- be able to sit down in a chair but can't get out of it
- need the support of cushions or pillows to sit upright
- only be able to get out of a chair that has arms

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This is about help needed to keep clean and check their appearance during the day. It can be encouragement, prompting or physical help.

For example

If they need encouragement to have a wash and clean their teeth in a morning and before bed, and have a wash when dirty, you would answer like this:

They need encouragement, prompting or physical help to:	How often each day?	How long each time?
have a wash	2-6	3 minutes
clean their teeth	2	2 minutes

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They don't like having a wash or cleaning their teeth so I have to encourage them to put toothpaste on the brush, use soap, turn taps off etc. They don't know when they are dirty and need to wash, and would stay dirty if left. I've tried different ways to teach them when and why to do this but nothing works.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- follow a set or lengthy routine
- get very tired bathing or have pain when getting in or out of the bath
- not be able to reach all parts of their body to wash or dry
- feel they often need to wash or bath
- need extra care due to allergies
- refuse to have baths

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This is about help needed to dress or undress during the day. It can be encouragement, prompting or physical help.

For example

If they need physical help to manage buttons, when putting a coat on and off to go to and from school, and it takes about a minute each time, you would answer like this:

They need encouragement, prompting or help to:	How often each day?	How long each time?
manage zips, buttons or other fastenings	4	1 minute(s)

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can put their clothes on and take them off but they can't use their fingers well
enough to do buttons and zips so I need to help with any clothes that have them. This
includes putting their coat on when going to school or out to play. They are ok with
shoes without laces.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- only wear certain colours
- need to follow a time-consuming, set routine
- be easily distracted and need to be repeatedly prompted to dress or undress
- have involuntary movements, making dressing difficult
- undress inappropriately
- have difficulty with some types of clothes
- only wear their favourite clothes

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This is about help needed to eat and drink during the day. It can be encouragement, prompting or physical help.

For example

If they use a spoon to eat but need help to cut up the food at each meal, and this takes about 2 minutes each time, you would answer like this:

They need encouragement, prompting or physical help to:	How often each day?	How long each time?
cut up food on their plate	3	2 minutes

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

Although they can use a spoon to eat it takes a long time and they make a mess. They
will only eat certain foods such as pasta and cheese and at times will refuse to eat
anything at all, even their favourite food.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- continually have to be prompted or encouraged to eat
- have problems sucking, swallowing or chewing
- not be able to see what is on their plate
- not be able to understand when to eat
- eat inappropriate foods
- compulsively eat
- have special dietary needs
- have problems keeping food down and may be sick after eating

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This is about help needed to take medicine or have therapy during the day. It can be encouragement, prompting or physical help.

For example

If they need to be prompted to do their therapy twice a day and encouraged during, say, 30-minute therapy sessions, you would answer like this:

They need encouragement, prompting or physical help to:	How often each day?	How long each time?
do their therapy	2	30 minutes

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They don't like doing therapy as they feel different to their friends so they avoid doing it.
They need to do 30 minutes each day but if left they will do a couple of minutes and say
they've finished. I try to make it fun to keep them calm and to stop them becoming
distressed.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- avoid taking medicine due to side effects
- not be able to monitor their condition
- be able to take their medicine but need supervising
- refuse to take part in therapy
- not know how much and when to have medicine or therapy

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This is about difficulty seeing.

For example

If they can see well enough to recognise someone's face across a room but can't recognise someone across a street, you would answer like this:

They can recognise:	Yes	No
someone's face across a room	<input checked="" type="checkbox"/>	<input type="checkbox"/>
someone across a street	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can only recognise someone's face across a room if it's someone they know very
well like me or their dad, brother or sister. They would only recognise someone less
familiar if they knew they were there or if they spoke.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- become distressed or frustrated due to difficulty seeing
- have to sit very close to the TV to watch and follow a programme or DVD
- lack confidence and need to be encouraged
- have difficulty seeing outside at night
- have reduced field of vision

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This is about difficulty hearing.

For example

If they can hear a loud voice in a quiet room but can't hear a normal voice in a quiet room, you would answer like this:

They can recognise:	Yes	No
a normal voice in a quiet room	<input type="checkbox"/>	<input checked="" type="checkbox"/>
a loud voice in a quiet room	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can hear someone speaking if they raise their voice and there is no other noise
around. If the TV was on or other people were talking, they wouldn't be able to hear
what was being said to them – they would just hear noise. It's easier to hear someone
if they can see their face. If watching TV or listening to music, they need the volume
turned up.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- hear voices but not clearly enough to know what is being said
- hear only muffled noises that make them disorientated
- not be able to hear things the first time they are said and need to have them repeated
- not be able to hear sounds at a particular pitch or tone
- not be able to follow a conversation using a phone
- need help to use and maintain hearing aids
- have a cochlear implant or other surgically implanted hearing aid

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This is about difficulty speaking.

For example

If they speak clearly in sentences, you would answer like this:

They can:	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They can put a few words together to make sentences but nothing very long or
complicated. They can talk to other people as long as the conversation is kept
simple.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- get easily excited, start speaking very quickly becoming hard to understand
- be depressed and withdraw from conversation
- choose not to speak
- have a stammer, lisp or other speech difficulty
- become frustrated if they can't be understood
- only speak with family or friends

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This is about difficulty communicating.

For example

If they communicate using Makaton but only with people they know, you would answer like this:

To communicate they use:	Yes	No
Makaton	<input checked="" type="checkbox"/>	<input type="checkbox"/>
They can communicate:		
with someone they know	<input checked="" type="checkbox"/>	<input type="checkbox"/>
With someone they don't know	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They use Makaton to communicate. This means they can only communicate with other people who use Makaton. Even then, they will only communicate with someone they know. If the support worker is off work and someone else covers, they won't communicate even if I'm there.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- have difficulty reading, using British Sign Language or lip-reading due to sight problems
- take what is said literally and be confused by figures of speech
- have difficulty understanding facial expressions or body language
- only be able to understand if things are repeatedly expressed in different ways
- be able to draw simple pictures to communicate
- need an interpreter when communicating with a person who can't sign

This is about fits, blackouts, seizures or something similar.

For example

If they black out a couple of days a month and have no warning, you would answer like this:

Tell us what type they have and what happens	Doctors don't know the kind of fit they have or why.	
	They drop to the floor and lie still for 2 minutes.	
	They're confused for a couple of hours after.	
They:	Yes	No
have no warning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tell us:		
the number of days affected each month	2 days	
how many fits they have on these days	1	

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They fall to the floor and lose consciousness, their muscles stiffen and then their arms and legs jerk and they usually wet themselves. They come round slowly and feel tired, confused and disorientated for a few hours after. A couple of times a year, they have 4 or 5 days a month when this happens.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- be incontinent during a fit and need help to clean themselves
- lose consciousness
- regularly have cuts and bruises
- have needed emergency hospital treatment

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This is about needing someone to supervise them during the day.

For example

If they regularly become verbally aggressive and act impulsively, you would answer like this:

Do they regularly:	Yes	No
become verbally or physically aggressive or destructive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
act impulsively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

If they see someone looking at them, they will shout, swear and threaten them.

They've never acted on the threats they've made but they're very intimidating and

because of their size (over 5 feet) they can frighten people who don't know them.

This happens every time we go out.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- be easily distracted and have difficulty concentrating on things
- climb onto window sills to reach open windows
- get agitated and do things without thinking

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This is about help needed with their development.

For example

If they will play on their own but not with others, you would answer like this:

They can recognise:	Yes	No
play with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
play on their own	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

They sit and play on their own ignoring other children around them. They don't
recognise any other children there. If another child wants to play with the toy they
have, they'll hold on to it as if their life depended on it. They won't share it or let the
other child have it. They don't understand when another child wants to play with
them.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- have difficulty keeping friends due to the way they behave
- interact well with adults but have difficulty with children of their age
- be easily distracted and have difficulty concentrating on things
- be fidgety and talk excessively
- interrupt and not be able to wait their turn
- only be able to play with much younger children

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This is about the help needed at school or nursery. It can be encouragement, prompting or physical help.

For example

If they need help to communicate and need extra help with learning, you would answer like this:

They need encouragement, prompting or physical help to:	Yes	No
communicate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What extra help do they need with learning?		
They spend 2 days a week in the school's special unit where they get		
one-to-one help. The school also provide exercises for them to do at home.		

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- come home for medicine or therapy or to have lunch
- take a packed lunch as they can eat it without help
- take a change of clothes to school as they often have accidents
- need extra support, but it is not available
- regularly get into trouble
- need someone to go to school to give them their medicine or therapy

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This is about difficulty taking part in hobbies, interests, or social or religious activities.

At home this could be difficulty with:

- drawing and painting
- doing crafts
- reading
- playing computer games
- model making
- playing board games

When they go out, they may have difficulty during, for example:

- after-school activities or clubs
- youth club
- swimming
- bowling
- cinema
- computer club
- chess club
- dance classes
- drama club
- visits to the library

The hobbies, interests, social or religious activities can be what they **do** or **would do** if they had the help they needed to do them.

For example

● **something they do:**

They go to a youth club once a week. At the club, they're encouraged to join in the activities with other children. The help is needed for 2 hours.

● **something they would do:**

They would go on nature trails and similar activities at weekends. They would need help to get to and from the activity, push the wheelchair, get to and from the toilet and general moving around. This would be for about 2 to 3 hours.

These are only examples of activities they may do or would do.

It's not a full list and doesn't cover everything.

53

This is about help needed at night. It can be encouragement, prompting or physical help. It can also be watching over them for their or others' safety.

For example

If someone needs to watch over them because they wake up and wander about, you would answer like this:

They need watching over as they:	How often each night?	How long each time?
may wander about	1	10 minutes

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

When they wake up during the night, they usually get out of bed. Sometimes they will play in their bedroom. A couple of nights a week they will wander about, playing with things like the TV and other electrical equipment and don't understand the dangers. They've previously blocked the bathroom sink with toilet paper and turned the taps on. They thought this was funny.

Here are a few examples of other things you may want to tell us.

It's not a full list and doesn't cover everything.

They may:

- turn on taps or electrical equipment when awake
- unlock doors to go outside
- disturb others when they are awake
- become breathless and cough more when lying down
- need propping up to sleep and checking they are still okay
- have night terrors

69

This is about how we pay you.

Please read these notes before you tell us any account details at question 69.

We normally pay DLA into an account

Many banks and building societies will let you collect the money at the post office.

We will tell you when we will make the first payment and how much it will be for. We will tell you if the amount we pay into the account is going to change.

Finding out how much we have paid into the account.

You can check the payments on account statements. The statements may show your National Insurance (NI) number next to any payments we have made. If you think a payment is wrong, get in touch with the office that pays, straight away.

If we pay too much money

We've the right to take back any money we pay that the child shouldn't get. This may be because of the way the system works for payments into an account. For example, you may give us some information, which means the child should get less money. Sometimes we may not be able to change the amount we've already paid. This means we will have paid you money that the child should not get.

We will contact you before we take back any money.

What to do now

Tell us about the account you want to use at **question 69**. By giving us the account details you:

- agree that we will pay DLA into an account, and
- understand what we have told you above in the section **If we pay too much money**

If you're going to open an account, please tell us the account details as soon as you get them.

If you don't have an account, please contact us and we will give you more information.

Fill in the rest of the form. You do not have to wait until you have opened an account, or contacted us.

About the account you want to use:

- you can use an account in your name, or a joint account
- you can use a credit union account. You must tell us the credit union's account details. Your credit union will be able to help you with this
- if you're an appointee or a legal representative acting on behalf of the customer, the account should be in your name only

You can find the account details on the debit card, statement or chequebook. If you don't know the account details, ask the bank or building society.

Daily diary: a record of the child's needs

We understand that, when caring for a disabled child, it can be difficult to remember what help you give and how often you give it.

You may find keeping a diary or daily record helps you fill in the claim form.

If their needs are the same most of the time, you may want to keep a record for just one day.

If their needs vary, it may be helpful to keep a record on different days.

You must decide if you want to keep a diary.

This could include details about:

- the help you give the child
- the help they need
- how long it takes
- their behaviour
- how they felt
- if it was a good or bad day

The next page gives an example of how you can do this and the things you can write down. You may want to write things down in a different way. Use the way that is easiest and most helpful to you.

The diary is to help you fill in the claim form. You don't have to send it to us.

Example

Date

Monday 3 December 2016

The morning

Include any help needed:

- waking up
- getting out of bed
- moving around
- going to the toilet
- washing
- dressing
- having breakfast
- taking medicine
- doing therapy
- school runs

Woken at 7:30
Helped out of bed – 5 minutes
Helped with toileting – 5 minutes
Helped wash, put on clothes, get downstairs. He took off pyjamas – 20 minutes
Ate cereal without help
Gave medicine – 2 minutes
Helped to car – 5 minutes
Took to school. Helped out of car – 5 minutes. His helper met us.

During the day

Include any help needed:

- at nursery or school
- moving around
- going to the toilet
- dressing
- eating
- taking medicine
- doing therapy
- after school clubs

Helper does everything at school – toilet, moving around during lessons, encouraging him to join in.
Tried to walk between lessons but in too much pain.
I had to collect him from school early as he had wet himself and was upset.

Didn't go to Youth Club tonight, still upset.

Early evening

Include any help needed:

- eating
- washing
- dressing
- taking medicine
- doing therapy
- moving around
- going to the toilet
- hobbies and interests
- getting into bed
- settling in bed

I cut up his food. Fed himself using a spoon – did well (it was his favourite).
Changed for bed (he tried to help) – 10 minutes
Gave medicine – 2 minutes
Play therapy – 1 hour
Helped to toilet 3 times – 5 minutes each time
Watched favourite DVD over and over. Hit younger sister (she wanted to watch something else). Had to stop him.
8:30 bedtime, help with stairs, to get into bed and settle – 30 minutes.

During the night

Include any help needed when everyone in the house is in bed with:

- getting out of bed
- going to the toilet
- taking medicine
- doing therapy
- turning in bed
- settling in bed

Woke at 2:10 – helped out of bed to toilet – 15 minutes

Had to stay until he settled – 15 minutes
Apart from being upset, today was a good day.

Date

The morning

Include any help needed:

- waking up
- getting out of bed
- moving around
- going to the toilet
- washing
- dressing
- having breakfast
- taking medicine
- doing therapy
- school runs

During the day

Include any help needed:

- at nursery or school
- moving around
- going to the toilet
- dressing
- eating
- taking medicine
- doing therapy
- after school clubs

Early evening

Include any help needed:

- eating
- washing
- dressing
- taking medicine
- doing therapy
- moving around
- going to the toilet
- hobbies and interests
- getting into bed
- settling in bed

During the night

Include any help needed when everyone in the house is in bed with:

- getting out of bed
- going to the toilet
- taking medicine
- doing therapy
- turning in bed
- settling in bed



Disability Living Allowance for a child under 16

If you want help filling in any part of this claim form, read the information booklet or call us on **0800 121 4600**.

If you have speech or hearing difficulties, you can contact us by textphone on **0800 121 4523**.

We can provide an interpreter if you phone or visit us.

This form is available in large print or braille. Please phone **0800 121 4600**.

About the child

Please use BLOCK CAPITALS when completing the child's names.

1 Surname or family name

All other names in full

Please also give us any other names
the child has been known as

2 Child reference number
(if you know it)

3 Date of birth
(day/month/year)

 / /

4 Sex

Male Female

5 Full address where the child lives

 Postcode

Special rules

6 Are you claiming for the child under the special rules?

The special rules apply to children who have a progressive disease and are not expected to live longer than another 6 months.

Yes Please continue below.

No Go to question 7.

Make sure you:

- answer all the questions on the form that apply to you or the child you're claiming for
- answer **questions 25 to 36** if the child has any walking difficulties
- you don't have to answer **questions 37 to 55**

To help us deal with the claim as quickly as possible it's important you send us a DS1500 report about the child's medical condition. You can get the report from the child's doctor or specialist. You won't have to pay for it and the child doesn't have to see the doctor. The doctor's receptionist, a nurse or a social worker can arrange it for you.

If you haven't got a DS1500 report by the time you've filled in the claim form, send the claim form anyway. If you wait the child's payment could be delayed. Send the DS1500 report as soon as you can or ask your doctor or specialist to send it to us for you.

Getting Disability Living Allowance (DLA) under the special rules means:

- the child gets the care part of DLA at the highest rate
- they get paid straight away unless they are in a residential care home, boarding school or similar place
- we deal with the claim more quickly

You must still tell us about any changes that may affect how much money the child gets.

7 What is the child's nationality?

For example, British, Spanish, Turkish

8 Does the child normally live in Great Britain?

Great Britain is England, Scotland and Wales.

Yes

No

Has the child come from another country to live in Great Britain in the last 2 years?

Yes

No Go to question 9.

Which country did they come from?

What date did they arrive in Great Britain?

 / /

9 Has the child been abroad for more than 4 weeks at a time in the last 3 years?

Abroad means out of Great Britain.

Yes Please give us details below.

No Go to question 10.

Date they left	Date they came back	Where they went	Why they went
/ /	/ /		
/ /	/ /		
/ /	/ /		
/ /	/ /		
/ /	/ /		
/ /	/ /		

13 Is the child in a residential college or similar place now, or have they been in the past 12 months?

For example, a residential care home, boarding school or similar place.

If the child is in a residential college or similar place when you claim we will not usually pay DLA care unless you are paying all the costs of their accommodation, board and personal care without help from a local or public authority.

Yes Please continue below.

No Go to question 14.

Please tell us when they went in and when they came out.

In

Out

In

Out

Full name and address of where they are or were staying

Postcode

Phone number

Include the dialling code.

Does or did the local authority or a government department pay any costs for them to live there?

Yes Please continue below.

No Go to question 14.

Which local authority or government department pays or paid?

We ask about people involved in the child’s care and may contact them before we make a decision. They don’t decide if the child can get DLA.

14 In the last 12 months, has the child seen anyone apart from their GP about their illnesses or disabilities?

For example, a hospital doctor, consultant, nurse, occupational therapist, physiotherapist, educational psychologist, social worker or support worker.

Yes Tell us below who they have seen.

No Go to question 15.

If they see or have recently seen more than one health professional, it is important you tell us the other health professionals’ details at question 70 Extra information. This will help us deal with the claim more quickly.

Name

For example, Mr, Mrs, Miss, Ms, Dr.

Profession or specialist area

Full address

For example, health centre, hospital, office or their place of work.

Postcode

Phone number

Include the dialling code.

The child's hospital record number

You can find this on their appointment card or letter.

Which illness or disability do they see the child about?**When did they last see the child about their illness or disability?****15 Name of the child's GP**

If you don't know the GP's name, tell us the name of the surgery or health centre.

Full address

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text" value="Postcode"/>

Phone number

Include the dialling code.

When did they last see the child about their illness or disability?**16 Has the child had or are they waiting for tests to help diagnose, treat or monitor their illnesses or disabilities?**

For example, audiogram, MRI scan, cognitive development or IQ test, or something else.

Yes Tell us about it in the table below.**No** Go to question 17.

Date and type of test	What did the test show?
Example June 2016 Eyesight test	They needed to see a hospital doctor

17

Do you have any reports, letters or assessments about the child's illnesses or disabilities?

These may be from the people who treat or help them with their illnesses or disabilities. For example, doctors, health visitors or occupational therapists.

Yes Please continue below.

No Go to question 18.

Tell us what reports you have. For example, educational psychologist's report or Certificate of Vision Impairment (CVI). Please don't include things like appointment letters or general information about the child's condition like fact sheets or information from the Internet.

Please send us this supporting information with this form, but make sure it's:

- the most up-to-date information you have
- photocopies only, we can't return any documents
- not on CD, DVD, memory stick or any type of electronic media as we can't access these

18

Name of the child's school or nursery

Full address

Postcode

Phone number

Include the dialling code.

Person we can contact

For example, a teacher.

What sort of school is it?

For example, a mainstream school or a special school that helps with the child's illness or disability.

19

Does the child have or are they waiting to hear about an Educational Health and Care Plan (EHCP), Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or statement of Special Educational Needs (statement)? In Scotland the statement is called a Co-ordinated Support Plan (CSP).

If the child needs help under School Action or School Action Plus, a teacher prepares the IEP or IBP which sets out the help they need. If more help is needed, the local authority may complete an assessment and issue a letter, a Note in Lieu, or a statement.

Yes Please tick the boxes that apply.

No Go to question 20.

Send us a copy, if you can, as it may help us deal with your claim. Please do not send original copies as they cannot be returned.

They have an ECHP, IEP or IBP.

They have a statement, Note in Lieu, letter or CSP.

I am waiting to hear.

Statement from someone who knows the child

20

This part does not have to be filled in but if it is filled in, this may help us deal with your claim more quickly. It could be filled in by someone who treats or is involved in the child's care. For example, a health professional, a social worker or a teacher.

Statement to be filled in by the person who knows the child.

Use the space below to tell us:

- the child's illnesses or disabilities and how they affect the child, and
- how you help the child

Signature

Date

--

--	--	--	--

Name (please use block capitals)

--

Full address

Postcode

Phone number

Include the dialling code.

--

Job or profession

--

Relationship to child,
if applicable.

--

When did you last see the child?

--	--	--	--

Consent

To make sure we have all the information to support the child's claim:

- we may contact the child's GP or the people or organisations involved with the child. This may include medical information
- you don't have to agree to us contacting these people or organisations however, if you don't agree, this may mean we can't decide if the child can get DLA
- please remember to send us photocopies of the supporting information you already have
- we or any health professional working for an organisation approved by the Secretary of State, may ask any person or organisation to give them or us any information, including medical information, which we need to deal with:
 - this claim for benefit, or
 - any appeal or other request to reconsider a decision about this claim

It's important you tick one of the consent options, then sign and date below.

I agree to you contacting the people or organisations described in the statement above.

Yes

No

Signature

Date

/ /

Please make sure you also sign and date the declaration at question 71.

The Motability Scheme

The Motability Scheme allows disabled people to lease a car, scooter or powered wheelchair in exchange for all or some of their mobility payments. Parents and carers can join the scheme on behalf of a child aged three and above.

If the child is eligible for help from Motability, would you like us to post you information about the help they can offer? We won't share any personal details with Motability.

Yes

No

If you decide you don't want to receive information about Motability in the future, please contact us on **0800 121 4600** to let us know.

The questions we ask and why we ask them

DLA is a benefit to help with extra costs because:

- the child has difficulties walking, or
- the child needs extra looking after, because of their illness or disability

By 'extra looking after' we mean much more than another child of the same age.

We ask about the child's illnesses or disabilities, the treatment they have, the difficulties they have walking outdoors and the extra looking after they need.

We ask for a lot of information about the child, it may be easier to fill in the information in parts over a few days. Try not to worry about how long the form is, complete as much information about the child for each question that applies – take a break when you need to.

We understand it may be upsetting for you to think about what the child can't do, but we need this information to make the right decision.

Tell us about the help they need most of the time. You can use the box at the end of each question to tell us:

- about your tick-box answers
- how their needs vary
- anything else you think we should know about the help they need

If you need help to fill in the rest of the form

In the information booklet we:

- explain the questions we ask
- tell you how to answer the questions
- give you examples of other things you can tell us

When you see



you can use the **information booklet** to help you understand and answer the questions.

About the child's illnesses or disabilities

22

List the child's illnesses or disabilities in the table below.

- **illness or disability** may be a physical, sight, hearing, speech, learning or developmental difficulty, or a mental-health problem. If they don't have a **diagnosis**, tell us their difficulty. For example, if they have problems learning new things and you don't know why, put 'Learning problem'
- **how long** may be from birth or the date the problem started. It is not the date of diagnosis
- **treatment** may be medicines such as tablets, creams or injections and things like speech, occupational or play therapy, physiotherapy or counselling
- **how often** they have each treatment and for how long. The label on the child's medicine has the name, dose and how often to take it

If you have a spare **up-to-date prescription list** send it to us with this claim form.

Illness or disability	How long have they had it?	What treatment do they have for it?	How often do they have treatment?
Examples ADHD	Problems started aged 4	Cognitive behaviour therapy Ritalin 30 milligrams (mg)	One hourly session a week One a day
Eczema	About one year	Promethazine 5 mg 1% Hydrocortisone cream E45 Emollient bath oil	One before bed 3 times a day Daily
Visually impaired	From birth	Play therapy	Every day

If you need more space to tell us about their illnesses or disabilities, please continue at question 70
Extra information.

23 Does the child use, or have they been assessed for, any aids or adaptations?

Yes Please continue below.

No Go to question 24.

Tell us in the table below about any:

- aids used at home, at school or anywhere else
- aids or adaptations they have been assessed for or are waiting for
- help they need to use it. This could be encouragement, prompting or physical help

Put a tick next to the aid or adaptation if it was prescribed by a health care professional. For example, an occupational therapist.



Use page 5 of the **information booklet**.

Aids and adaptations	✓	What help do they need to use the aid or adaptation?
Example of aid Picture Exchange Cards	✓	Encouragement to use cards to communicate
Example of adaptation Bed rails		No help needed

If you need more space to tell us about their aids or adaptation, please continue at question 70 **Extra information**.

24 **When the child needs help**

We understand the help a child needs can vary from day to day or week to week.

To make the right decision, we need to know if the help the child needs is the same most of the time or varies.

Tick the box below that applies to them.

The help they need:

● is the same most of the time

● varies

Tell us in the box below how their needs vary.

For example:

- every 3 to 4 weeks they have a couple of good days
- they need more looking after when their condition gets worse, 2 to 3 times a year, or
- they have treatment 3 times a week and need more looking after the day after

Mobility questions

Mobility – these questions are about the difficulty that the child has walking outdoors because of their illnesses or disabilities.

Questions 25 to 31 are about the physical difficulties a child has walking. This is for children **age 3 and over**.

Questions 32 to 34 are about the guidance and supervision they need when walking outdoors most of the time. This is for children **age 5 and over**.

The following questions ask about ‘they’. This means the child you are claiming DLA for.

Mobility

These are about their ability to physically walk outdoors on a reasonably flat surface. We can't consider any problems they have walking on steps, slopes or uneven ground. If their problems are not physical, do not answer questions 25 to 31. Tell us about any behavioural difficulties with walking at questions 32 to 34.

25 **Can they physically walk?**

Tick **No** if they cannot walk at all.

Yes Go to question 26.

No Go to question 36 to tell us how long they have been unable to walk.

26 **Do they have physical difficulties walking?**

This means problems with how far they can walk, how long it takes, their walking speed, the way they walk, or the effort of walking and how this may affect their health.

Yes Go to question 27.

No Go to question 32.

27

Please tick the boxes that best describe how far they can walk without severe discomfort and how long it takes them.

This means the total distance they can walk before they stop and can't go on because of severe discomfort. This may include short stops to catch their breath or ease pain.

We understand this can be difficult to work out.

It may help to do the following things when you are out walking with the child:

- count the steps you take to see how far they have walked. If they walk 100 of your steps, they have walked about 90 metres (100 yards)
- check the time when you start and stop to see how long it takes



Use page 5 of the **information booklet**.

They can walk:

- over 200 metres (218 yards)
- 51 to 200 metres (56 to 218 yards)
- 50 metres (55 yards) or less
- a few steps

It takes them:

- more than 5 minutes
- 3 to 4 minutes
- 1 to 2 minutes
- less than a minute

28

Please tick the box that best describes their walking speed.

Normal

This means they can easily keep up with friends.

Slow

This means they can only keep up with friends with a lot of effort.

Very Slow

This means they can't keep up with friends.

29 Please tick the box that best describes the way they walk.

They:

- walk normally
- walk with a limp
- shuffle
- drag their leg
- walk with one or both feet turned inwards
- walk on their toes
- have poor balance

If they have other difficulties with the way they walk, tell us below what they are.

30 Does the effort of walking seriously affect their health?

For example, walking can cause bleeding into the knee and ankle joints.

- Yes** Tell us below how their health is affected. **No** Go to question 31.

31 If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they have more pain or tiredness if they walk too far the day before.

32

Do they need guidance or supervision most of the time when they walk outdoors?



Use page 6 of the information booklet.

Yes Tick the boxes that apply.

No Go to question 33.

Can they:

- find their way around places they know?
- ask for and follow directions?
- walk safely next to a busy road?
- cross a road safely?
- understand common dangers outdoors?

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Do they regularly:

- become anxious, confused or disorientated?
- display unpredictable behaviour?
- need physical restraint?

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

33

Do they fall due to their disability?

Yes Please continue below.

No Go to question 34.

Tell us the number of falls each month

They:

- can get up without help
- have had injuries needing hospital treatment

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

34

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they are frightened by loud noises and behave without thinking about danger.

Extra information about mobility

35 If you want to tell us anything else about their mobility, use the box below.

36 When did the child's mobility needs you have told us about start?

Normally, the child can only get the mobility part of DLA if they have needed help for more than 3 months.

Please tell us the date the mobility needs you have told us about started.

	/		/	
--	---	--	---	--

If you can't remember the exact date, tell us roughly when this was.

If you are claiming under the special rules, go straight to question 56.

Care questions

Care – these questions are about the extra looking after that the child needs because of their illnesses or disabilities. These questions are for children of all ages.

Questions 37 to 52 are about the help they need during the day.

For example, if a child gets up at **7am** and goes to bed at **8pm** and the parents get up at **7am** and go to bed at **11pm**, day time would be **7am** to **11pm**. Any help needed after **11pm** would count as help during the night.

The following questions ask about ‘they’. This means the child you are claiming DLA for.

Care

37 Do they need encouragement, prompting, or physical help to get into or out of or settle in bed during the day?

This means waking up, lifting their legs into or out of bed, sitting up from lying down or settling in bed ready to go to sleep.



Use page 7 of the **information booklet**.

Yes Please continue below.

No Go to question 38.

Tell us how often they need help each day and how long it takes each time.

They need encouragement, prompting or physical help to:

How often each day?

How long each time?

● wake up

 minutes

● get out of bed

 minutes

● get into bed

 minutes

● settle in bed

 minutes

If you want to tell us why they need help, how their needs vary or anything else you think we should know, use the box below.

For example, they may need to follow a set routine to go to or get out of bed.

38 Do they need encouragement, prompting, or physical help to go to or use the toilet during the day?

This means going to the toilet, managing their clothes, getting on and off the toilet, using the toilet, cleaning themselves and coping with continence care.



Use page 7 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 39.

They need encouragement, prompting or physical help to:

- go to the toilet
- manage clothes
- get on and off the toilet
- wipe themselves
- wash and dry their hands
- manage a catheter, ostomy or stoma
- manage nappies or pads

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they have pain and become distressed.

Do they need encouragement, prompting, or physical help to move around indoors, use stairs or get into or out of a chair during the day?

A chair is any type of chair including a wheelchair.

This means moving from one place to another, using stairs, getting into, sitting in, and getting out of a chair. Indoors is in their home, a friend's home, school, college, or anywhere else inside.



Use page 8 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 40.

They need encouragement, prompting or physical help to:

- go up and down one step
- go upstairs
- go downstairs
- move around safely
- get into or out of a chair
- sit in a chair

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they bump into furniture and doors.

Do they need encouragement, prompting, or physical help to wash, bath, shower and check their appearance during the day.

This means getting in and out of a bath or shower, washing their hair, drying themselves, using soap, using a toothbrush and checking their appearance.



Use page 9 of the **information booklet**.

Yes Please continue below.

No Go to question 41.

Tell us how often they need help each day and how long it takes each time.

They need encouragement, prompting or physical help to:

How often each day?

How long each time?

● have a wash	<input type="text"/>	<input type="text"/> minutes
● clean their teeth	<input type="text"/>	<input type="text"/> minutes
● wash their hair	<input type="text"/>	<input type="text"/> minutes
● get in or out of the bath	<input type="text"/>	<input type="text"/> minutes
● get in or out of the shower	<input type="text"/>	<input type="text"/> minutes
● clean themselves in the bath or shower	<input type="text"/>	<input type="text"/> minutes
● dry themselves after a bath or shower	<input type="text"/>	<input type="text"/> minutes
● check their appearance	<input type="text"/>	<input type="text"/> minutes

If you want to tell us why they need help, how their needs vary or anything else you think we should know, use the box below.

For example, when they are in the bath they need telling repeatedly what to do and how to do it.

41 Do they need encouragement, prompting, or physical help to dress and undress during the day?

This means choosing the right clothes for the weather or activity, choosing clean clothes, putting clothes on in the correct order, moving their arms or legs to put clothes on or take them off. This is any dressing or undressing except when using the toilet.

 Use page 10 of the **information booklet**.

Yes Please continue below.

No Go to question 42.

Tell us how often they need help each day and how long it takes each time.

They need encouragement, prompting or physical help to:

How often each day?

How long each time?

● dress

● undress

● manage zips, buttons or other fastenings

● choose appropriate clothes

If you want to tell us why they need help, how their needs vary or anything else you think we should know, use the box below.

For example, they follow a set routine that takes a long time.

42 Do they need encouragement, prompting, or physical help to eat and drink during the day?

This means getting food into their mouth, chewing, swallowing, using cutlery, cutting up food, holding a cup, getting it to their mouth and drinking.

 Use page 10 of the **information booklet**.

Yes Please continue below.

No Go to question 43.

Tell us how often they need help each day and how long it takes each time.

They need encouragement, prompting or physical help to:

- eat
- use a spoon
- cut up food on their plate
- drink using a cup
- be tube or pump fed

How often each day?

How long each time?

minutes
minutes
minutes
minutes
minutes

If you want to tell us why they need help, how their needs vary or anything else you think we should know, use the box below.

For example, they can't see what food is on the plate.

43 Do they need encouragement, prompting, or physical help to take medicine or have therapy during the day?

Taking medicine includes tablets, injections, eye drops, knowing what to take, how much to take and when to take it.

Having therapy includes blood sugar testing, peak flow checks, physio, oxygen, speech, play and behaviour therapy, knowing what to do, how much to do and when to do it.



Use page 11 of the **information booklet**.

Yes Please continue below.

No Go to question 44.

Tell us how often they need help each day and how long it takes each time.

They need encouragement, prompting or physical help to:

- take the correct medicine
- know when to take their medicine
- do their therapy
- know when to do their therapy

How often each day?

How long each time?

minutes
minutes
minutes
minutes

If you want to tell us why they need help, how their needs vary or anything else you think we should know, use the box below.

For example, they become angry with their condition and refuse to take their medicine.

44

Do they have difficulty seeing?

This means when using their aids like glasses or contact lenses.



Use page 12 of the **information booklet**.

Yes Please continue below.

No Go to question 45.

Are they certified sight impaired or severely sight impaired?

If they are certified they will have been examined at a hospital or eye clinic.

A Certificate of Vision Impairment (CVI) will have been sent to the local social services department. You will have been given a copy.

If they are certified, please send us a copy of the CVI. Please do not send original copies as they cannot be returned.

Certified severely sight impaired

Go to question 45.

Certified sight impaired

Tick the boxes that apply.

They can see:

- computer keyboard keys or large print in a book
- a TV and follow the actions to a story
- the shape of furniture in a room

Yes **No**

They can recognise:

- someone's face across a room
- someone across a street

Yes **No**

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they have difficulty seeing in poorly lit places like a cinema.

45

Do they have difficulty hearing?

This means hearing sound or someone speaking when using their hearing aid.



Use page 12 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 46.

Have they had an audiology test in the last 6 months?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If you send us a photocopy of the report it may help us deal with the child's claim. Please do not send original copies as they cannot be returned.

They can hear:

- | | Yes | No |
|--|--------------------------|--------------------------|
| ● a whisper in a quiet room | <input type="checkbox"/> | <input type="checkbox"/> |
| ● a normal voice in a quiet room | <input type="checkbox"/> | <input type="checkbox"/> |
| ● a loud voice in a quiet room | <input type="checkbox"/> | <input type="checkbox"/> |
| ● a TV, radio or CD but only at a very loud volume | <input type="checkbox"/> | <input type="checkbox"/> |
| ● a school bell or car horn | <input type="checkbox"/> | <input type="checkbox"/> |

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they can't hear things if there is a lot of background noise.

46 Do they have difficulty speaking?

This means the ability to say words out loud and talk clearly.

i Use page 13 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 47.

They can:

- speak clearly in sentences
- put words together to make simple sentences
- speak single words

Yes **No**

They can communicate using speech:

- with someone they know
- with someone they don't know

Yes **No**

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they get embarrassed about the way they talk and will only speak to people they know.

47 Do they have difficulty and need help communicating?

This means passing on information, asking and answering questions, telling people how they feel, giving and following instructions.

i Use page 14 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 48.

To communicate they use:

- writing
- BSL (British Sign Language)
- lip-reading
- using hand movements, facial expressions and body language
- Makaton

Yes **No**

If they use another form of communication, tell us below what it is. This could be Sign Supported English (SSE), Signed English (SE), Finger Spelling, Picture Exchange Communication System (PECS), Tadoma or something else.

They can communicate:

Yes

No

- with someone they know
- with someone they don't know

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they may be at risk because they don't understand a warning.

48 Do they have fits, blackouts, seizures, or something similar?

This means epileptic, non-epileptic or febrile fits, faints, absences, loss of consciousness and 'hypos' (hypoglycaemic attacks).



Use page 15 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 49.

Tell us what type they have and what happens

They:

Yes

No

- can recognise a warning and tell an adult
- can recognise a warning and take appropriate action
- have no warning
- have had a serious injury in the last 6 months because of a fit, blackout or seizure
- display dangerous behaviour after a fit, blackout or seizure

Tell us:

- the number of days affected each month
- how many fits they have on these days
- the number of nights affected each month
- how many fits they have on these nights

Have they had an episode of status epilepticus in the past 12 months?

This is where there is persistent epileptic activity for more than 30 minutes, or they have several seizures without becoming conscious between each seizure.

Yes

No

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they become distressed and need reassurance.

Continue at question 70 if necessary.

49 Do they need to be supervised during the day to keep safe?

This means they need someone to keep an eye on them because of how they feel or behave, or how they react to people, changing situations and things around them.



Use page 16 of the **information booklet**.

Yes Tick the boxes that apply.

No Go to question 50.

Can they:

- recognise and react to common dangers?
- cope with planned changes to daily routine?
- cope with unplanned changes to daily routine?

Yes

No

	Yes	No
Do they regularly:		
● feel anxious or panic?	<input type="checkbox"/>	<input type="checkbox"/>
● become upset or frustrated?	<input type="checkbox"/>	<input type="checkbox"/>
● harm themselves or others?	<input type="checkbox"/>	<input type="checkbox"/>
● feel someone may harm them?	<input type="checkbox"/>	<input type="checkbox"/>
● become verbally or physically aggressive or destructive?	<input type="checkbox"/>	<input type="checkbox"/>
● act impulsively?	<input type="checkbox"/>	<input type="checkbox"/>
● have tantrums?	<input type="checkbox"/>	<input type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they behave without thinking about dangers or how it will affect others.

50

Do they need extra help with their development?

This means any extra help they need to improve their understanding of how to behave and react to people, situations and things around them.

i Use page 16 of the **information booklet**.

Yes Tick the boxes that apply. **No** Go to question 51.

	Yes	No
They need help to:		
● understand the world around them	<input type="checkbox"/>	<input type="checkbox"/>
● recognise their surroundings	<input type="checkbox"/>	<input type="checkbox"/>
● follow instructions	<input type="checkbox"/>	<input type="checkbox"/>
● play with others	<input type="checkbox"/>	<input type="checkbox"/>
● play on their own	<input type="checkbox"/>	<input type="checkbox"/>
● join in activities with others	<input type="checkbox"/>	<input type="checkbox"/>
● behave appropriately	<input type="checkbox"/>	<input type="checkbox"/>
● understand other people's behaviour	<input type="checkbox"/>	<input type="checkbox"/>

If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know, use the box below.

For example, they may have difficulty making friends.

51 Do they need encouragement, prompting or physical help at school or nursery?

 Use page 17 of the **information booklet**.

Yes Tick the boxes that apply. **No** Go to question 52.

	Yes	No
They need encouragement, prompting or physical help to:		
● go to and use the toilet	<input type="checkbox"/>	<input type="checkbox"/>
● safely move between lessons	<input type="checkbox"/>	<input type="checkbox"/>
● change into different clothes for physical education and other school activities	<input type="checkbox"/>	<input type="checkbox"/>
● eat meals	<input type="checkbox"/>	<input type="checkbox"/>
● take medicine or do their therapy	<input type="checkbox"/>	<input type="checkbox"/>
● communicate	<input type="checkbox"/>	<input type="checkbox"/>

What extra help do they need with learning?

What is their behaviour like at school or nursery?

How do they usually get to and from school or nursery?

--

If you want to tell us more about the boxes you have ticked, how their needs vary or anything else you think we should know, use the box below.

For example, they have one-to-one help from a teaching assistant.

52 Do they need encouragement, prompting or physical help to take part in hobbies, interests, social or religious activities?

i Use page 18 of the **information booklet**.

Yes Please continue below.

No Go to question 53.

Tell us:

- what they do or would do if they had help
- what help they need or would need to do this
- how often they do it or would do it if they had the help, and
- how long they need or would need help each time

At home

Activity	Help needed	How often?	How long each time?
Example Art	Encouragement to get paints, brushes and paper. Motivate to keep interested. Help to wash hands afterwards.	2 times a week	One hour

When they go out

Activity	Help needed	How often?	How long each time?
Example Swimming	To get changed, to get in and out of the pool, to dry themselves.	Once a week	45 minutes

53

Do they wake and need help at night, or need someone to be awake to watch over them at night?

Question 53 is about the help needed during the night.

Night is when everyone in the house is in bed. For example, if a child goes to bed at 8pm and the parents go to bed at 11pm, night would start at 11pm. Any help needed before 11pm would count as help during the day.

i Use page 19 of the **information booklet**.

Yes Please continue below.

No Go to question 54.

Tell us how often each night they need help and how long it takes each time.

They need encouragement, prompting or physical help to:

- get into, get out of or turn in bed
- get to and use the toilet, manage nappies or pads
- have treatment
- settle or re-settle

How often each night?

How long each time?

They need watching over because they:

- are unaware of danger and may harm themselves or others
- may wander about
- have behavioural problems

How often each night?

How long each time?

If you want to tell us why they need help or watching over, how their needs vary or anything else you think we should know, use the box below.

For example, they don't sleep regular hours each night.

Extra information about care

54 If you want to tell us anything else about their care needs, use the box below.

55 **When did the child's care needs you have told us about start?**

Normally, the child can only get the care part of DLA if they have needed help for more than 3 months.

Please tell us the date the care needs you have told us about started.

	/		/	
--	---	--	---	--

If you can't remember the exact date, tell us roughly when this was.

About you

Use this page to tell us about yourself, not the child.

56 Your surname or family name

All other names in full

Title

For example, Mr, Mrs, Miss, Ms

57 Your date of birth

 /

58 Your National Insurance number

Letters	Numbers	Letter
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>

59 Address if different to the child's

<input type="text"/>								
<input type="text"/>								
Postcode	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

60 If you live in Wales and would like us to contact you in Welsh, tick this box.

61 Your daytime phone number where we can contact you or leave a message.

Phone number

Include the dialling code.

Mobile phone number,
if different.

If you have speech or hearing difficulties and want us to contact you by textphone, please tick this box.

Textphone number

62 What is your relationship to the child?

63 What is your nationality?

64 What is the Child Benefit number for the child?

About Income Support

65 Are you getting or waiting to hear about Income Support?

No

Yes

66 Is anyone within your household getting or waiting to hear about Income Support?

No

Yes Please tell us their name:

Their National Insurance number:

Letters **Numbers** **Letter**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Their relationship to you:

About tax credits

67 Is anyone within your household getting or waiting to hear about Child Tax Credit?

No

Yes Please tell us their name:

Their National Insurance number:

Letters **Numbers** **Letter**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Their relationship to you:

68 Is anyone within your household getting or waiting to hear about Working Tax Credit?

No

Yes Please tell us their name:

Their National Insurance number:

Letters **Numbers** **Letter**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Their relationship to you:

How we pay you

69 Please tell us your account details below.



You must read pages 19 and 20 of the information booklet before you fill in the account details.

It is very important you fill in all the boxes correctly, including the building society roll or reference number, if there is one. If you tell us the wrong account details, the payment may be delayed or the child may lose money.

Name of the account holder

Please write the name of the account holder exactly as it's shown on the debit card, statement or chequebook.

Full name of bank or building society

Sort code

Please tell us all 6 numbers, for example: 12-34-56.

--	--	--	--	--	--

Account number

Most account numbers are 8 numbers long. If your account number has fewer than 10 numbers, please fill in the numbers from the left.

--	--	--	--	--	--	--	--	--	--

Building society roll or reference number

If you are using a building society account you may need to tell us a roll or reference number. This may be made up of letters and numbers, and may be up to 18 characters long. If you are not sure if the account has a roll or reference number, ask the building society.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

You may be getting other benefits and payments we do not pay into an account. If you want us to pay them into the account above, please tick this box.

Declaration

We can't pay any benefit until you have signed the declaration and returned the form to us. Please return the signed form as soon as you've completed it.

I declare the information I have given on this form is correct and complete as far as I know and believe.

I understand that if I knowingly give false information, my benefit may be stopped and I may be liable to prosecution or other action.

I understand that I must promptly tell the office that pays the child's Disability Living Allowance of anything that may affect my entitlement to, or the amount of, that benefit.

I understand that the Department for Work and Pensions may use the information which it has now or may get in the future to decide whether I am entitled to:

- the benefit I am claiming for the child
- any other benefit I have claimed
- any other benefit I may claim or be awarded in the future

This is my claim for Disability Living Allowance.

Signature

Date

Print your name here

Send the claim form and the documents listed above back to us straight away. It doesn't need a stamp. You can send more information to us at any time.

What to do now

Check you've filled in all the questions that apply to you or the child you are claiming for:

- check you've included full details of your GP at **question 15**
- included full details for **anyone else you've seen** at **question 14**
- you've ticked the relevant box and signed the **consent** at **question 21**
- you've **given us any extra information** at **question 70**
- you've signed the **declaration** at **question 71**
- check the person whose details are in **About You** at **question 56** is the person who signs the **consent and declaration**

Make sure you've given as much information as you can.

Read **pages 3 to 6** of the **information booklet** about how we collect and use information and for help and advice about other benefits.

List below all the supporting information you're sending with this claim form. For example, a prescription list, medical report or a statement of Special Educational Needs.

Only send photocopies of up-to-date supporting information you already have as we can't return any originals.

Please don't include things like appointment cards or general information about the child's condition like fact sheets or information from the Internet.