



Department  
for Work &  
Pensions

# Disability Living Allowance for a child under 16

## Information booklet

**We have many different ways we can communicate with you.**

If you need braille, British Sign Language, a hearing loop, translations, large print, audio or something else please contact us.

Our contact details are:

- Phone: **0800 121 4600**
- Textphone: **0800 121 4523**
- Relay UK: **18001 then 0800 121 4600**

If you live in Wales and want these notes in Welsh call **0800 328 1744**.

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## **Treating people fairly**

We are committed to the Equality Act 2010 and treating people fairly.  
To find out more about this law, search 'Equality Act' on [www.gov.uk](http://www.gov.uk)

# What is Disability Living Allowance?

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

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

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 make the claim to DLA for a child?**

You can claim DLA for a child as long as you look after them as if you are their parent. This includes step-parents, guardians, grandparents, foster-parents, and even older brothers or sisters. If you are a parent making the claim you must be 16 years old or more. If you are a guardian or relative acting as a parent you must be 18 years old or more to make the claim.

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

## **To get DLA a child must normally:**

- need extra looking after or have walking difficulties
- have needed extra help for at least 3 months and are likely to need help for at least another 6 months unless you are claiming for them under the special rules. Special rules are explained on page 5 in the booklet
- have lived in Great Britain:
  - if over 3 years old, for at least 6 of the last 12 months
  - if between 6 months and 3 years old, at least 26 of the last 156 weeks
  - if under 6 months old, at least 13 weeks
- be living in England or Wales or lived in the European Economic Area or Switzerland before January 2021 and the United Kingdom (UK) is responsible for paying them sickness benefits
- be allowed to enter or stay in the UK and not be stopped from getting benefits.

## A change in immigration status

If the child is not a British or Irish citizen and their immigration status changes, we need to know. If they or a member of their family are a European Union, European Economic Area or Swiss citizens and were living in the UK by 31 December 2020 but have not applied to the EU Settlement Scheme, they and their family must apply straight away.

If they have lived in the UK for 5 years or more in a row, they can apply for settled status. If they have pre-settled status this will not expire. It may be beneficial for them to apply for settled status if they have lived in the UK for 5 years or more in a row.

## How is DLA worked out?

There are 2 parts of DLA, a care part and a mobility part.

A child can get money for one part or both.

## The care part

There are 3 care rates: lowest, middle and highest.

Care can be claimed from birth.

### Lowest rate

If a child needs extra looking after for some of the day, which can be for as little as 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 on page 5 of this booklet.

**By extra we mean much more than a child of the same age who does not have a disability.**

## The mobility part

There are 2 mobility rates: higher and lower.

The rate of mobility claimed depends on the child's age.

### Higher rate

Can be claimed 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.

### Lower rate

Can be claimed 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 do not know well.

If they cannot get the higher rate, then the lower rate can be considered once they are 5. If they are not already getting the care part, a new claim will need to be made when they are 5.

**By extra we mean much more than a child of the same age who does not have a disability.**

### Special rules

Special rules apply to a child who has a progressive disease and is not expected to live longer than another 12 months.

Getting DLA under the special rules means:

- the child gets the care part 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.

The child can also be awarded the mobility part if they need help getting around.

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

To help us deal with the claim as quickly as possible it is important you send us an SR1 form about the child's medical condition. You can get the form from the child's doctor or specialist. You will not have to pay for it. The doctor's receptionist, a nurse or a social worker can arrange it for you.

If you have not got an SR1 form by the time you have filled in the claim form, send the claim form anyway. If you wait the child's payments could be delayed. Send the SR1 form as soon as you can or ask your doctor or specialist to send it to us for you.

## Completing the claim form

### This next part of the booklet will help you to complete the claim form

If you are completing the form by hand, 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.

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 a break 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 need more help than this booklet offers you can:

- ask your family, or someone you know
- contact an advice centre like Citizens Advice
- phone the DLA Helpline on **0800 121 4600**
- use a textphone and call **0800 121 4523** if you have speech or hearing difficulties
- use Relay UK by calling **18001 then 0800 121 4600** if you cannot hear or speak on the phone
- British Sign Language users can use the Video Relay Service.

For more information about this go to

**[www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim)**

or visit **[www.gov.uk](http://www.gov.uk)** and search for 'DLA child'.

If you can, it may be useful to take a copy or take pictures of the claim form once you have filled it in. If we award DLA and there is a change in the amount of help the child needs or we need to look at the DLA award again, it will help you remember what you told us.

## Before you fill in the claim form

It is useful to have the things listed below:

- the names and contact details of professionals who regularly support the child
- details of the child's medication or an up-to-date printed prescription list
- supporting evidence that helps us understand the child's needs, shows how they carry out activities and how these activities are affected by their health condition or disability.

## Evidence to support the claim - what evidence to send

Below are examples of the things you could send to us. Any evidence you can send to us will help us better understand how the child's health condition or disability affects them.

We understand that it can take a while to collect this evidence but it is important to make sure you return your form on time. If you are waiting for any supporting evidence, tell us what it is in question 89 and then send us what you already have along with the completed form.

You can send any more supporting evidence you get afterwards to:

Freepost DWP DLA Child

Write the child's full name, date of birth and National Insurance number (if they have one) at the top of each page of evidence so we can link it to their claim.

**Please do not send us any original documents as we cannot return them. Only send us copies. Do not send a CD, DVD, memory stick or any type of electronic media, as we cannot access these.**

Reports or care or treatment plans from:

- occupational therapists
- GPs or consultants
- social workers
- learning disability support teams
- district nurses
- physiotherapists
- reports, statements or diaries from carers or family members
- hospital discharge or outpatient clinic letters about the child's condition or diagnosis
- letters from the child's consultant(s) about their condition or diagnosis.

Test results from:

- scans
- diagnostic tests
- hearing or vision tests.

Other:

- the child's current repeat prescription list
- statement of special educational needs, Education, Health and Care (EHC) plan
- certificate of visual impairment.

**What evidence NOT to send:**

- appointment cards or letters
- letters arranging hospital admissions
- general information or fact sheets about the child's condition
- fact sheets about the child's medication
- information about tests the child is going to have
- bus or train tickets
- directions or maps for appointments the child has attended.

## Help with questions in the claim form

We have added some extra help for you when answering some of the questions in the claim form.

Look at these examples as you answer each of the questions, they will help you give us the details we need.

### Question 5

Question 5 asks for your child's National Insurance number. If you first claimed Child Benefit after 23 February 2021, this is the same as your Child Reference number.

If you do not get Child Benefit for the child, or unable to provide their Child Reference number, you should still complete the rest of the form and return it to us.

### Question 41

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 is not a full list and does not cover everything.

They may need help to use an aid or adaptation safely to:

- 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.

### **Question 45**

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)
- 2 full-size football pitches are about 200 metres (218 yards) long.

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.

### **Question 47**

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:

- they may refuse to walk even if they physically can
- they may have a stiff leg causing uneven steps
- they may have an upper body stoop which causes a lack of balance
- you may want to give more details on the boxes you have ticked
- you may want to tell us anything else you think we should know about their walking difficulties.

## Questions 49 to 53

To be completed for children aged 5 and over. If the child is under 5, go to question 54 on the claim form.

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.

**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 cannot cross a road safely, you would answer like this:

<p>Can they walk safely next to a busy road?</p> <p>No</p> <p>Yes</p> <p>Can they cross a road safely?</p> <p>No</p> <p>Yes</p>
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Question 53 gives you space to tell us anything else we need to know about their difficulties with standing and moving around or how their needs change from day to day.

Here are a few examples of other things you may want to tell us. It is not a full list and does not cover everything.

They may:

- follow simple directions but would not ask for help if lost
- accept sweets or a ride in a car even if they did not 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.

## Questions 54 to 69 are about the help they need during the day

Daytime is any time before the child's parents or carer goes to bed.

For example, the child wakes up at 7am and goes to bed at 8pm. The child's parents get up at 7am and go to bed at 11pm. Daytime would be 7am till 11pm.

Any help needed after 11pm would count as help during the night and you would tell us about this in question 70.

### Question 54

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

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:

How often each day do they need encouragement, prompting or assistance to help to get into bed?

How many minutes does this take each time?

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 cannot 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.

## Question 55

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

For example

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

**They need encouragement,  
prompting or assistance to:**

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

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 do not know to wipe themselves after using the toilet.

## Question 56

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

For example

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

They need encouragement,  
prompting or assistance 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 need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 cannot 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.

## Question 57

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

For example

If they need assistance to have a wash but do not need assistance to clean their teeth, you would answer like this:

How often each day do they need prompting or assistance to wash or bathe?

How many minutes does this take each time?

How often each day do they need prompting or assistance to clean their teeth?

How many minutes does this take each time?

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 have a wash or a bath
- need extra care due to allergies
- refuse to have baths.

## Question 58

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

For example

If they need assistance 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:

How often each day do they need encouragement, prompting or assistance to manage zips, buttons, or other fastenings?

How many minutes does this take each time?

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 59

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

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:

How often each day do they need encouragement, prompting or assistance to cut up food on their plate?

How many minutes does this take each time?

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.



## Question 60

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

For example

If they need to be prompted to take their medication twice a day, you would answer like this:

How often each day do they need encouragement, prompting or assistance to know when to take their medication?

2

How many minutes does this take each time?

5

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 61

This is about difficulty seeing.

For example

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

Can they recognise someone's face across a room?

No

Yes

Can they recognise someone across a street?

No

Yes

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 62

This is about difficulty hearing.

For example

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

<p>Can they hear a normal voice in a quiet room?</p> <p>No</p> <p>Yes</p> <p>Can they hear a loud voice in a quiet room?</p> <p>No</p> <p>Yes</p>
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If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 63

This is about difficulty speaking.

For example

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

Can they speak clearly in sentences?

No

Yes

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 cannot be understood
- only speak with family or friends.

## Question 64

This is about difficulty communicating.

For example

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

<p>Do they use any of the following to communicate? Tick all that apply</p> <p>Writing</p> <p>British Sign Language (BSL)</p> <p>Lip reading</p> <p>Using hand movements, facial expressions and body language</p> <p>Makaton</p> <p>Signed Supported English (SSE)</p> <p>Signed English (SE)</p> <p>Finger spelling</p> <p>Picture Exchange Communication System (PECS)</p> <p>Tadoma</p>	<p>Can they communicate with someone they know?</p> <p>No</p> <p>Yes</p> <p>Can they communicate with someone they do not know?</p> <p>No</p> <p>Yes</p>
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If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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 cannot sign.

## Question 65

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

For example

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

### **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).

See **page 21** of **information booklet**.

**No**    **Go to question 66**

**Yes**

Tell us what type they have and what happens:

Do they have any warning before a fit, blackout or seizure?

No

Yes

Sometimes

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 66

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 become verbally abusive or display distressed behaviours that can cause harm to themselves or others?**

No

Yes

**Do they regularly act impulsively?**

No

Yes

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 67

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:

**Do they need help to play with others?**

No

Yes

**Do they need help to play on their own?**

No

Yes

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

### **Question 68**

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

For example

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

<p><b>Do they need encouragement, prompting or assistance to communicate?</b></p> <p>No</p> <p>Yes</p> <p><b>What extra help do they need with their learning?</b></p>
--

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Question 69

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 are 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 is not a full list and does not cover everything.**

## Question 70 is about the help they need during the night

Night is when everyone in the house is in bed.

For example, the child goes to bed at 8pm. The child's parents or carer go to bed at 11pm. Night would start at 11pm.

Any help needed before 11pm would count as help during the day.

## Question 70

This is about help needed at night. It can be encouragement, prompting or assistance. 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, but not because they have behavioural problems, you would answer like this:

On average how many nights each week do they need supervision because they may wander about?

How many minutes does this take each time?

How many times a night do they need the help?

On average how many nights each week do they need supervision because they have behavioural problems?

How many minutes does this take each time?

How many times a night do they need the help?

If you need to tell us more information about their daily living or care needs, you can tell us at question 72.

Here are a few examples of other things you may want to tell us. It is not a full list and does not 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.

## Questions 84 to 88

This is about how we pay you.

**Please read these notes before you tell us any account details at questions 84 to 88.**

### **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 have the right to take back any money we pay that the child should not 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 have 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

Once you have read the above about paying into an account, you can complete **questions 84 to 88**.

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

If you do not 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 are 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 do not 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 do not have to send it to us.

## Example

### Date

Monday 2 December 2019

### 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.

Did not 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

# Where to get help and advice about other benefits and organisations

This information is about other benefits or organisations that may be able to help you.

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

- Carer's Allowance, Carer Support Payment or Carer's Credit
- extra money if you or anyone in your household is on Universal Credit, Income Support, Jobseeker's Allowance, Pension Credit, Child Tax Credit or Working Tax Credit - you should contact the benefit you get to tell them about the DLA claim.

## Information about Carer's Allowance, Carer Support Payment and Carer's Credit

### **Carer's Allowance**

A person could get Carer's Allowance if they:

- are aged 16 or over
- live in England or Wales and
- spend at least 35 hours a week caring for the disabled child.

The child must be awarded DLA at the middle or the highest rate of care before the Carer's Allowance claim is made.

Carer's Allowance should be claimed within 3 months of the DLA decision being made or the carer could lose benefit.

Some benefits, allowances or pensions can affect how much Carer's Allowance we pay.

If you get one of the benefits listed here, you may get extra money from them:

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

### **Carer Support Payment**

People who live in Scotland could apply for Carer Support Payment.

You can get more information about Carer Support Payment and how to apply by visiting [www.mygov.scot/benefits](http://www.mygov.scot/benefits) or by phoning **0800 182 2222**.

## Carer's Credit

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

- cannot get Carer's Allowance or Carer Support Payment,
- look after one or more disabled child for 20 hours or more a week.

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

If you get Child Benefit for a child under age 12, Carer's Allowance, or Carer Support Payment, you will already be getting National Insurance credits.

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

- phone us 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](http://www.gov.uk)

## Other organisations who can help

### Contact

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

- phone the **Contact** helpline on **0808 808 3555**
- visit the website at [www.contact.org.uk](http://www.contact.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](http://www.familyfund.org.uk)
- write to: Family Fund  
4 Alpha Court  
Monks Cross Drive  
York  
YO32 9WN

Keep these notes in a safe place. They do not need to be returned with the form.

