



Disability Living Allowance (DLA) form filling tips for Deaf Children

All children need care and attention; when filling out the form it is important to show that your child has needs over and above those of another child of their age who does not have a disability.

Hearing is a bodily function, your child can get DLA if they need you to do this for them in certain situations. So if they can only join in with an activity if someone is there to 'hear' for them then put that on the form.

Care Component

Think about the things that you do for your deaf child that you may not have done for a hearing sibling at that age.

It could help if you describe a typical conversation between you and your child. What preparations did you have to make first and how much of what was said did the child understand afterwards? Did they do as you asked them?

Other suggestions that may help:

- Do they need help communicating with strangers who they do not understand? Do they find it difficult to hear what friends or family are saying and making themselves understood?
- How do you help your child to deal with these situations? Do you use sign language or gestures or do you have to repeat yourself several times? Do you have to interpret for your child?
- Do they find it difficult to understand gestures or body language used by hearing people and need to have them explained?
- Do you have to spend a lot of extra time teaching your child social skills?

- Do they need TV programmes explained to them even when they are subtitled?
- Do they need extra help to join in with other children's games?
- If your child relies on lip-reading, do you find it difficult to get their attention? Do you have to get down to their level or make physical contact with them to get their attention?
- Does your child feel vibrations or hear a noise and have to ask what made the vibrations or noise?
- If your child has some hearing, do they still need some sounds and some speech explained to them?
- Do they have difficulties at school and need someone to explain what children are saying to them because other children cannot sign or speak clearly enough for your child to lip-read them?
- Does your child need extra supervision because they are unable to hear danger sounds such as alarms? How often do you check on them? Would you supervise them more than other children of their age?
- Does your child need extra help to care for themselves, such as getting up in the mornings, washing, bathing, dressing?
- Does your child have difficulties understanding written English, they may need someone to explain written information such as:
 - Letters or leaflets with diagrams.
 - Books, comics, newspapers and magazines.
 - Food labels.
 - Advertisements.

Does your child need extra help at school? Do they get any one to one time? What extra

provisions have the school put in place? How would they cope without it?

Mobility Component

Higher Rate Criteria

Your child would usually only qualify for this if they have other disabilities in addition to their hearing problems. This could be;

- If they are deaf **and** blind.
- They are in pain or discomfort whilst walking or are unable to walk at all.
- They have a severe mental impairment with severe behavioural problems which means that they regularly require restraining and are in receipt of the Higher Care component of DLA.

Low Rate Criteria

Your child will qualify for the lower rate mobility component if they need someone to guide or watch them closely when walking outdoors. Your child must need more help than another child of their age who does not have a disability. It can often be helpful to use peers or siblings for comparison.

Explain why your child needs someone to help them in these situations, for example:

- Can your child walk ahead of you safely on the pavement or do they have to hold your hand?
- If they ran off would you have to chase after them to get them to stop rather than calling to them?
- Have they developed road safety awareness appropriate to their age? For example you wouldn't expect a five year old to cross the road by themselves, but you would expect them to walk safely on the pavement and to know that cars are dangerous.
- Do they know when traffic is approaching? Can they hear warning sounds, such as car horns or sirens?
- Do they ever travel on their own in places they do not know well?
- Can they understand and follow written directions or instructions?
- Can they read or understand street signs, bus numbers and timetables?
- Do they need an interpreter (or another person) to communicate with hearing people?

- Can strangers understand their speech when asking for help or directions?
- If a hearing person talks to your child, do they have difficulties understanding them? Can they lip read for example?
- Do they have balance problems and are unable to walk safely without help?
- If they go on school trips do they have one to one or close supervision? What strategies does the school have to support your child when out of doors?

The form asks how many days each week they need this help – normally this would be seven days a week. Even if they do not actually go out every day you should say whether they would need help if they did go out.

Falls or stumbles

This section is relevant to both the mobility and the care component. The form asks why and where they fall or stumble. This may be because of blackouts, seizures, and fits or balance problems caused by Menière's disease, vertigo or epilepsy. Explain what happens and what help they need from another person when this happens.

If you need further advice on claiming Disability Living Allowance you can find out where your nearest advice centre is located by contacting Nottinghamshire County Council on the contact details provided below or visit our benefit advice pages at

www.nottinghamshire.gov.uk/benefitsadvice

Contact information:

Phone: 0300 500 80 80
Monday to Friday: 8am to 8pm
Saturday: 8am to 12 noon

Email: enquiries@nottscc.gov.uk
Website: www.nottinghamshire.gov.uk
Minicom: 01623 434993

Phone 0300 500 80 80 if you need the information in a different language or format.