

Child Disability Payment (CDP): A guide to filling in the claim form for deaf children

We use the term 'deaf' to refer to all types of hearing loss from mild to profound.
We use the word 'parent' to refer to all parents and carers of children.

Introduction

This is a step-by-step guide to help you fill in part 2 of the Child Disability Payment (CDP) claim form for your deaf child in Scotland. Part 2 is the questionnaire about your child's care and mobility needs. CDP has replaced Disability Living Allowance (DLA) in Scotland. You should only apply for DLA for your child if you live in England, Wales or Northern Ireland. We have more information about DLA on our website at ndcs.org.uk/dla.

This guide supports but does not replace the Social Security Scotland (SSS) guidance notes sent with the form. You should also read them carefully. We've only provided guidance on the sections of the form that are most relevant to deaf children. If any of the other sections apply to your child because of a physical or mental condition in addition to their deafness, make sure you fill those in as well and explain the extra help you give them because of these additional needs.

Make sure you complete the form in your own words and based on your own situation. We give examples of the different needs a deaf child may have, but your child's needs may be different – our examples are just to get you thinking.

Required period

Your child must satisfy the tests (have relevant needs) for a period of 13 weeks immediately before the award begins and be expected to continue to satisfy the condition for a further 26 weeks. This is called the 'required period' condition.

Claims can be submitted in advance of your child satisfying the qualifying conditions if they will meet them within 13 weeks of the claim. The date of the claim will be the date eligibility criteria are met.

How to start your claim

Claim online: portal.socialsecurity.gov.scot/sgdashboard/startpage/register-or-sign-in

Phone: **0800 182 2222** (voice)

Video relay for British Sign Language (BSL) users: contactscotland-bsl.org/

If English isn't your first language, you can claim over the phone with an interpreter. Online and paper forms are only available in English. Interpreters and translated forms are available in over 100 different languages.

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Understanding Child Disability Payment (CDP)

Child Disability Payment (CDP) is a disability benefit for children under 18. A new CDP claim can only be made when the child is under 16, but it can continue until they are 18 once awarded. It is paid by Social Security Scotland (SSS) and what entitles someone to CDP is set out in law. Knowing the law behind CDP can help you have a successful claim.

The criteria for entitlement to CDP is set out in part 3 of the Disability Assistance for Children and Young People (Scotland) Regulations 2021.

- SSS decision makers will award CDP based on disability tests. The tests look at what level of care and supervision your child requires from another person.
- The care and supervision your child requires must be 'substantially in excess' of the needs of a hearing child of the same age or be equivalent to the needs of a younger hearing child.

A formal diagnosis is not required for entitlement to CDP. It is your child's needs due to their condition that are assessed.

The disability tests

There are two parts to CDP, the care component and the mobility component. There are five disability tests for the care component that may be relevant to your deaf child.

Not all the mobility tests will be relevant to your deaf child. One of the mobility tests may be relevant if they are aged five or over. Another one of the mobility tests may be relevant if they aged over three and have additional needs.

Definitions of terms used in CDP

Bodily functions: the normal actions of any organ of the body, including the brain, or of a number of organs acting together.

'Day' and 'night': related to the ordinary routines of the child's household.

Attention: the provision of personal care, prompting or motivation in relation to bodily functions or assistance with **communication needs**.

Supervision: the precautionary or anticipatory presence of another person to monitor an individual's physical, mental or emotional health including monitoring for obstacles or dangerous places or situations.

Require: reasonably require.

Care component rates and the five disability tests

Your child may qualify for the **middle rate** care component if they require from another person:

During the day

1. Frequent attention throughout the day in connection with their bodily functions **AND/OR**
2. Continual supervision throughout the day to avoid substantial danger to themselves or others.

OR

At night

1. Prolonged or repeated attention in connection with their bodily functions **AND/OR**
2. Someone to be awake for a prolonged period or frequent intervals to watch over them to avoid substantial danger to themselves or others.

Your child will qualify for the **lowest rate** of the care component if they require from another person:

- Attention for a significant portion of the day whether for a single period or several periods.

Attention with bodily functions

One of the tests for the care component of CDP is how much attention a child needs because of their disability. A child will be entitled to the **middle rate** of the care component if they require '*frequent attention throughout the day in connection with their bodily functions*'. This is set out in The Disability Assistance for Children and Young People (Scotland) Regulations 2021 – Section 11 (DACYP (S) Regs .11(c)(i)). This test is relevant to deaf children who may need frequent attention throughout the day to help them to communicate, for example help to listen and understand others or to make themselves understood.

Continual supervision

Another test for the care component of CDP is how much supervision a child needs. A child will be entitled to the **middle rate** of the care component if *'the individual is so severely disabled physically or mentally that they require from another person [...] continual supervision throughout the day in order to avoid substantial danger to the individual or others.'* (Himself can mean any gender.) This is set out in the Disability Assistance for Children and Young People (Scotland) Regulations 2021 – Section 11 (DACYP (S) Regs .11(c)(ii)).

Continual supervision means frequent or regular, but not non-stop. Your child does not need to be supervised every single minute.

This test is relevant to deaf babies and young children who need to be supervised because of the risk of substantial danger from swallowing all or part of a hearing aid or cochlear implant processor, which contains a button battery. This also includes potential risk to other children, who may pick up and swallow parts of hearing aids or cochlear implant processors if they're removed or fall out. For example, when children are playing.

If this is relevant to your child, you should include the National Services Scotland (NSS) safety action notice about the risk of harm to babies and children from coin/button batteries in hearing aids and other hearing devices: nss.nhs.scot/publications/safety-action-notice-san-sc-1904/.

Or the information sheet about button battery safety from the audiology department at Great Ormond Street Hospital:

https://media.gosh.nhs.uk/documents/Button_battery_safety_advice_from_the_Audiology_department_F1913_FINAL_Jul20.pdf.

Highest rate care component: The highest rate may be awarded to your child if they satisfy **either or both** of the daytime tests **AND either or both** of the nighttime tests.

Mobility component rates and tests

Not all the mobility tests are relevant to deaf children. There are three tests that may be relevant to your child.

1. They are aged five or over and require more guidance and supervision outdoors due to their deafness.
2. They have additional needs due to a physical cause (this can include an intellectual disability).
3. They are both deaf and blind.

Lowest rate mobility component: The lowest rate may be awarded if your child is **aged five or over** and they can walk but they require more supervision and guidance when outdoors than a hearing child of the same age.

The guidance and supervision you provide should be to enable your child to take advantage of their ability to walk outdoors. Your child may satisfy the test if they are less aware of traffic or outdoor hazards than a hearing child. For example:

- they can't be warned or directed by voice from a distance
- they can't hear sounds from behind.

They may need someone within reach to guide and supervise them. The guidance or supervision your child requires must be 'substantially in excess' of that required by a hearing child the same age or be equivalent to the guidance and supervision that a younger hearing child requires.

The test is about whether your child needs guidance and supervision on **unfamiliar** routes. Their ability to walk on familiar routes is not assessed.

Highest rate mobility component: The highest rate mobility component may be awarded at if your child is at least **three years old** and has additional needs that have a physical cause. Including behavioural issues linked to a mental disability.

Supporting information

The rate your child is awarded for the care and mobility components will depend on how well the evidence you send in matches the tests. Think of it as trying to help the decision maker apply the tests. Sending in evidence that is not relevant can make it more difficult for the decision maker to give you the right award.

You may be tempted to send in all the documents that you have. SSS guidance recommends selecting evidence which clearly explains your child's need for attention and supervision from another person (mygov.scot/child-disability-payment/what-you-need-to-apply).

Supporting information can be submitted online or by post to: Child Disability Payment, PO Box 27167, Glasgow, G4 7EA. You can also ask SSS to obtain it for you. They can take up to two weeks to return any documents you send them in the post as evidence. It is recommended that you keep the original documents and send in photocopies as supporting evidence.

Tips for filling in the form

You need to show that your child's needs are greater than a hearing child's. Compare your child's care and supervision needs to a child of the same age who isn't deaf.

- Make sure you explain all the help and supervision your child needs on a daily basis.
- Social Security Scotland (SSS) decision makers aren't experts on deafness. Explain that hearing technology doesn't mean your child can hear 'normally'. Explain things like listening fatigue (tiredness caused by the extra effort deaf children have to put in to listen).
- Don't just say what help your child needs – explain why they need this help and what would happen if they didn't get it. It can feel very negative but it's important to include.
- Give details of when hearing technology, such as hearing aids or cochlear implants, aren't useful. For example, where there is background noise or they can't be worn due to an ear infection.
- Only write about help or supervision that your child needs now and is likely to continue. Changes that might happen in the future can't be considered.
- Don't worry about repeating yourself, it's better than leaving something out.
- Send supporting information.
- Remember, the form is the same for every type of disability or condition, so not all the questions will apply to your child.

If your child can't do things that a child their age would normally be expected to do, give details on the form. If you know a hearing child of a similar age it may help to make a comparison.

Remember: you may do some things automatically. Think about all the things you do that you wouldn't need to do if your child was hearing and write these on the form.

Filling in the form

Throughout the form you **have to** show that your child needs much more time or effort spent on attention or supervision than a hearing child of the same age.

About the child

Pages 4 to 7

Basic questions that cover things like your child's name, age and where you live.

About you

Pages 8 to 13

Basic questions that cover things like your name, age, relationship to the child, where you live and bank account details.

Conditions and sensory issues

Pages 14 and 15

In these boxes, write about your child's deafness and any other disabilities or medical conditions they have. List any other assessments your child has had or is waiting for and any results of tests you have or are waiting for.

A diagnosis can be relevant but is not essential. It is your child's needs that are assessed.

Hearing

Page 19

Select which level of hearing loss best describes your child's hearing.

- Profound hearing loss
- Severe hearing loss
- Moderate hearing loss
- Mild hearing loss
- Other issues hearing

Find this information from letters or reports from a health or education professional, such as an audiologist or Teacher of the Deaf (ToD).

These are the most important and relevant questions on the form when it comes to your child's deafness. There isn't much space to include details here, so tick the boxes that apply to your child and include more details on additional pages clearly marked with the relevant question.

Your child is assessed against their ability to live normal daily life. Think about all the situations in normal life when it is difficult for your child to hear, speak and communicate. Particularly when they're not at school or are taking part in social activities. SSS should consider all the help your child needs throughout the day including when they are not at school.

Most situations in daily life involve different levels of background noise. Explain how different sounds and noise levels affect your child's ability to hear and communicate. Give as much information as you can and explain the extra attention that your child needs to help them communicate.

Choose any of the phrases that describe what the child has difficulty hearing

Page 20

This question asks you about things your child cannot hear, even if they are wearing any hearing technology they use. For example, hearing aids or cochlear implants. Select all the options that apply to your child.

Tell us about the child's difficulties hearing, including any physical or mental problems caused by their hearing or what they can hear

Page 20

In this box, explain your choices in the previous question. For example, your child may be able to hear a normal voice in a quiet room. However, what your child can hear in a quiet room is not reflective of normal daily life. You can also add descriptions of other things they have difficulty hearing and if the help needed can vary at different times or situations.

If your child uses hearing aids, cochlear implants or another type of hearing technology, list them here. You should write about what hearing technology can't do, the problems they may cause and the work you do to manage it.

There isn't much space for all the relevant information here, but don't worry. You can continue it on an extra piece of paper clearly marked "Difficulties hearing". Below are some examples of things you can include in this box.

Help your child needs

Explain the help your child needs because they can't hear or struggle to hear sounds not described in the previous question. For most deaf children, their level of deafness stays the same, so they need help most of the time.

If your child's hearing levels fluctuate due to a condition such as glue ear, you can explain about that here. Explain how much help your child needs when their hearing is worse and when it's better. Try to estimate how many days in a normal week or month their hearing is worse or better. It can be useful to keep two diaries covering times when their hearing is better and worse.

Hearing technology doesn't give a deaf child 'normal' hearing

If your child uses hearing aids or cochlear implants, explain that:

- hearing technology does not replace 'normal' hearing
- hearing technology does not filter sounds in the way a child with 'normal' hearing can
- hearing technology can make it harder to hear in everyday situations because they magnify background sounds, which can mask the sounds your child needs to hear
- your child still struggles to hear even when wearing their hearing technology
- your child still needs help with communicating
- there may be longer periods when your child can't wear their hearing technology, for example because of an ear infection; mention how long this applies for.

Managing hearing technology

Explain the extra time and effort it takes to manage your child's hearing technology when they are present or just before and after an activity. Say how long it takes each time and how many times a day you have to do it.

Help you give may include:

- fitting, removing and refitting hearing aids or cochlear implant processors
- checking and changing the batteries
- tending to your child's ears if they become chapped or sore
- stopping your child fiddling with their hearing aids or cochlear implant processors and taking them out.

Keep a diary for a day of how many times you have to fit or remove your child's aids or processor and the time of day. Send this with your form as evidence of the extra attention you have to give your child.

Do you have a letter or certificate from a healthcare professional about the child's difficulty hearing?

Page 21

If you have a copy of the results of an audiology test (your child's audiogram) or a letter confirming their hearing loss or deafness from a hearing specialist or doctor, tick yes. Then make sure to upload or send a copy of it with the supporting information part of your application.

Speaking

What difficulties does the child have speaking?

Page 21

This question asks you whether your child has issues speaking. Select all the options that apply to your child.

Tell us about any help or support the child needs because of their difficulties speaking

Page 22

In this box, explain your choices in the previous question. For example, your child may not be able to speak because they are profoundly deaf and a British Sign Language (BSL) user. You can also add descriptions of their difficulties speaking and if the help needed can vary at different times or situations.

Say if your child:

- doesn't use speech and explain what happens when they want to communicate and the help you need to give them
- has speech that is difficult for other people to understand and give details of the help you need to give, like speaking for them or explaining what they've said to someone
- becomes frustrated with the effort required to speak to other people and whether you need to calm them and reassure them when they're frustrated
- needs encouragement to speak or refuses to speak.

There isn't much space for all the relevant information here, but don't worry. You can continue it on an extra piece of paper clearly marked "Help needed due to difficulties speaking". Below are some examples of things you can include in this box.

Communicating

Page 23

This question is about non-verbal communication and asks you how your child communicates. This includes writing, British Sign Language (BSL), lip-reading, Sign Supported English (SSE), Makaton, Signalong and more. Select all the options that apply to your child.

What difficulties does the child have communicating?

Page 24

This question asks you whether your child has difficulty communicating to people they do or do not know. Select the option that apply to your child.

Tell us about any help or support the child needs because of their difficulty communicating

Page 24

In this box, explain your choices in the previous question. For example, your child may not be able to lipread the unfamiliar lip pattern of someone they do not know making it difficult for them to understand and respond. You can also add descriptions of their difficulties communicating and if the help needed can vary at different times or situations.

Make sure you write down on the form if you find you have to:

- attract your child's attention before you speak to them because they need to lipread
- repeat yourself, explain, or say things a different way
- explain what the conversation is about for them to understand
- repeat or explain what other people are saying to your child
- repeat or explain what your child is saying so that other people can understand them.

Lip-reading

It can be difficult for children to lipread. Explain if your child:

- needs to have a clear view of a speaker's face and mouth to understand them
- can't follow the lip pattern of an unfamiliar person
- finds it difficult to understand words they are not familiar with.

Communication support

It can be very difficult to work out how many times you help your child with communication and how long it takes each time. If you spend extra time and effort helping your child with communication lots of times throughout the day, make this clear.

Think about all the day-to-day interactions you and others have with your child:

- getting up in the morning
- getting dressed
- calling for meals
- disciplining your child
- conversations at home
- doing homework
- conversations with people who don't understand your child's deafness
- helping your child join in and play with other children.

These kinds of interactions are really important to mention to qualify for CDP, as they happen all the time. Help needed at things like swimming lessons, appointments or clubs are important but only happen once or twice a week, so won't be enough on their own to meet the CDP criteria.

If your child communicates through sign language, say if they need someone to interpret for them when communicating with people who don't use sign language.

Other people may not understand your child's needs. The help you give your child to understand others or be understood by them counts as interpretation. You do not have to be a trained interpreter. The help your child has from you or someone else who understands their needs as a deaf child is relevant.

Explain if other children don't realise your child is deaf or don't understand their communication needs. Give details if you need to make extra effort to help other children communicate with your child. It can be helpful to keep a diary to show this.

There isn't much space for all the relevant information here, but don't worry. You can continue it on an extra piece of paper clearly marked "Help needed due to difficulties communicating". Below are some examples of things you can include in this box.

Other sensory issues

Page 25

This question is about any other sensory issues your child has in addition to their deafness. If your child doesn't have any sensory issues, skip this question. If your child experiences tinnitus you can write about how it affects them here.

If this applies to your child, include details about the type of sensory issues they have, how this affects them and any help or support they need because of these issues.

Daily living

Help and support during the day

What help or support does the child need going to or using the toilet during the day?

Page 27

This question is about the help or support your child may need when going to or using the toilet during the day. This is only likely to be relevant for younger children, unless your child has another condition as well as deafness or hearing loss.

Select all the options that apply to your child.

Tell us about the help the child needs going to or using the toilet during the day. You should include how often they need help and how long it can take.

In this box, explain your choices in the previous question. For example, if your child only uses speech, it may take longer to toilet train them. They may not pick up verbal messages or the language to cope with toilet training and they may need help for longer than a hearing child.

You can also add descriptions of the help and support they need that are not included in the previous question and if the help needed can vary at different times or situations.

What help or support does the child need washing during the day?

Page 28

This question is about the help or support your child may need when washing during the day. Select all the options that apply to your child.

Tell us about the help they need washing during the day. You should include how often they need help and how long it can take.

If your child is at an age where you have to help them wash, explain if your child needs extra attention when bathing because their hearing aids or cochlear implant processors have to be taken off, making communication more difficult. Say if this means that you spend more time washing and bathing them than with a hearing child.

Explain if it's difficult to communicate with your child and wash them at the same time. For example, if your child uses British Sign Language (BSL), explain if it's difficult to sign and hold them in the bath at the same time.

Explain how long it takes to look after their hearing aids or cochlear implants. For example, if you have to take out their aids, make sure their ears are really dry, check the aids for wax or condensation, check the batteries and replace the aids after they've had their bath or shower.

What help or support does the child need dressing or undressing during the day?

Page 29

This question is about the help or support your child may need when dressing or undressing during the day. This is only likely to be relevant for younger children, unless your child has another condition as well as deafness or hearing loss.

Select all the options that apply to your child.

Tell us about the help they need dressing or undressing during the day. You should include how often they need help and how long it can take.

All young children require assistance to dress and undress. If you are teaching your older child to dress themselves and this takes longer because of their communication needs, you can write about it here.

What help or support does the child need to eat or drink during the day?

Page 30

This question is about the help or support your child may need to eat or drink during the day. This may only be relevant if your child has another disability or long-term condition in addition to their deafness or hearing loss.

Select all the options that apply to your child.

Tell us about the help they need eating or drinking during the day. You should include how often they need help and how long it can take.

For example, if your child requires prompting or encouragement to eat due to tiredness from the extra effort of listening and communicating throughout the day you can write about it here.

What help or support does the child need getting into and out of bed?

Page 31

This question is about the help or support your child may need to get in and out of bed during the day. Select all the options that apply to your child.

Tell us about the help they need getting into or out of bed. You should include how often they need help and how long it can take.

If your child needs extra help to get into bed, settle or get up, include estimates of how often and for how long they need help. Explain the extra help you must give them and why you have to give it.

- They take longer to wake up because they don't wake up naturally to sounds and they need someone to wake them up by touching them or turning the light on.
- They take longer to wake up because they are over tired from the extra effort of communicating during the day and they need someone to wake them up.
- They become anxious or unsettled when their hearing technology is removed at bedtime, and they need extra reassurance from you.
- You need to stay in the room until they fall asleep because they're anxious when their hearing technology is removed.

You should describe any special routines you have to get your child up in the morning or settle them at night because of their deafness. You should explain why these routines are different to the usual ways of settling a hearing child at night, such as reading stories or listening to music. If you do settle your child by reading stories you should explain if this takes longer if you're signing to them.

Activities and school

Page 32

Tell us about any help or support the child needs with activities or hobbies. You should include how often they need help and how long it can take.

This question is about the help or support your child may need with activities or hobbies.

Remember that CDP is assessed by the help or support needed to enable someone to live a "normal life". This includes social activities and hobbies, and your child is entitled to the same social life as a hearing child.

At home

Give details of any other extra help you give your child at home that you haven't already mentioned.

- Watching TV with family. You may need to spend time explaining something they have not heard or understood because of their communication needs.
- Extra help to understand story books. You may need to spend more time explaining words and their meaning to them.
- Help with art and craft activities, as it may take them longer to follow instructions and you may have to repeat yourself or explain more thoroughly.
- Playing board games or computer games. You may need to spend more time explaining the rules to them.
- Encouragement to join in social activities at home, such as family gatherings, because they find it difficult to follow group conversations.

When they go out

Explain any communication support your child needs to take part in activities outside the home. You can also mention activities your child would like to do but can't because there's no support available.

- Visiting friends or family
- Brownies or Cubs
- Swimming
- Football
- Youth clubs
- Going to the dentist or doctor
- Going to the cinema
- Shopping

Explain again how your child's need for help with communication relates to these activities. For example, if your child stopped an activity because they found it too noisy or if they need help to understand or join in activities. Include anything you have to do with their hearing technology, radio aids and any other equipment they may need when they're out.

Explain if your child has difficulty joining in with other children or making friends because other children do not understand their communication needs. Give examples of the encouragement and help you give your child to play with other children. Explain if your child misses out on social activities because they are tired due to listening/concentration fatigue.

Does the child need any help or support at nursery or school?

Page 33

This question is about the help or support your child may need at nursery or school. Select all the options that apply to your child.

Tell us more about the help or support they need at nursery or school.

It's very important to give details of any extra help, attention or supervision that your child may need at school or nursery.

Give details of:

- any extra support that's provided at nursery or playgroup or if your child goes to a specialist nursery or playgroup
- whether your child finds it harder to hear and to follow what's going on in the noisy environment of a nursery or playgroup
- the carers and other children having difficulty understanding your child.

If your child has additional support needs (ASN) and they have a document which shows the type of support they need, receive, and how often, then include this information.

If your child isn't getting any additional support, write down what you think they need. For more information about the additional support available for deaf children in education, visit

ndcs.org.uk/additionalsupport.

It's important that you check school reports carefully before sending them to SSS as supporting evidence. If you think that your child's need for help or support is not described properly or your child's needs are not being met at school, you should explain why. If you disagree with something in a school report, you should say why.

Explain if they:

- use a radio aid or other equipment, an interpreter or notetaker in lessons
- can't watch the teacher and take notes at the same time, and if they have a notetaker because of this
- need staff to step in to repeat and explain what has been said
- can't see the teacher when watching a screen in a dark room, so can't follow what's being said
- need to sit where they can clearly see and hear the teacher
- need extra lessons in English or maths
- have difficulty listening in the classroom due to background noise, including other children talking or sounds from equipment
- have difficulty communicating outside the classroom environment for example, at breaktime and lunch time when there is background noise.

Help and support at night

Page 34

This question is about the help or support your child may need at night. Select all the options that apply to your child.

Tell us about any help or support the child needs at night

Only fill in this section if your child needs a lot more attention during the night than a hearing child the same age. For CDP, the night starts when the last person in the household goes to bed and finishes when the household normally gets up.

Say if your child wakes up during the night because they're scared or feel isolated. This can be made worse by the darkness and their lack of access to sound. Explain what you have to do, how frequently and how long it takes. Do you have to get up and go into their room to comfort them? If your child wears hearing technology, explain if communication at night is more difficult because they aren't wearing their hearing aids or cochlear implant processors.

Keeping safe and development needs

Page 35

What supervision does the child need to keep safe during the day?

This question is about the help or support your child may need to keep safe during the day. Select all the options that apply to your child.

Tell us about the supervision they need during the day. You should include how often they need supervision and how long it can take.

Your child should not need to be supervised constantly to qualify for CDP. If you're claiming for a baby or a young child who uses hearing technology, read about the middle rate care component on [page 5](#).

If your child is older, the supervision they need is likely to be different. SSS may not accept that school age children are at risk of swallowing their hearing technology. But you should explain if your child doesn't like wearing their hearing technology and takes them off, putting younger children at risk of picking them up and swallowing them. For example, when children are playing. Deaf children can take longer to grasp concepts and ideas, including the concept of danger. If this is the case, point out your child's vulnerability and your need to be extra vigilant.

This is also an opportunity to tell SSS about your child's emotional health and wellbeing (mental health). Say if your child may get frustrated and upset because of their difficulties with communication leading to behaviour that puts them at risk. Give examples of when you need to supervise them to keep them safe because of their behaviour.

What help or support does the child need with their development?

Page 36

This question is about the help or support your child may need with their development. Select all the options that apply to your child.

Tell us about the help or support they need with their development. You should include how often they need help and how long it can take.

Deaf children have less opportunity to absorb and learn language than a hearing child would. They don't hear as much of the sounds going on around them, such as people speaking or the television. It's important you write on the form details of all the extra time and effort you give to your child to help them learn language.

Say if:

- you teach your child how to listen and make sense of sounds or make an extra effort to teach your child to make the sounds of words
- your child has speech and language therapy and give details of the exercises you've been given to do with your child
- you play games with your child to help them understand sounds or language
- your child uses BSL or another type of signed communication, and explain the extra attention that your child needs to learn the language, including support or teaching that your child gets from support workers, such as a Teacher of the Deaf, and all the extra help you have to give at home to help them learn sign language
- you have been told your child has a developmental delay due to their deafness, or you feel they have one.

Give details of any therapy your child receives from a professional support worker or from the family to help or support their development. This could include speech and language therapy, music therapy, play therapy, help with learning to lip-read or to sign, or help from a Teacher of the Deaf (ToD).

Explain the help that your child gets from the professional and give details of any exercises that you do with your child. If any tests have been carried out by professionals, it's helpful to send copies of the results if they provide evidence of any language delay.

Moving around indoors

Page 37

This question is about the help or support your child may need moving around indoors during the day. This includes physical help, for example going up and down the stairs, and supervision, for example encouragement or watching over.

What help or support does the child need moving around indoors during the day?

Select all the options that apply to your child.

Tell us about any help or support they need moving around inside during the day. You should include how often they need help and how long it can take.

Explain if your child cannot hear you if you call them from another room and what you have to do to get their attention.

Falling

Page 38

Does the child fall when moving around indoors or outdoors?

Tick yes or no. If your child falls over because of balance problems due to their deafness when moving around indoors or outdoors, complete the other questions about falling.

If yes, how does falling affect them?

Select all the options that apply to your child.

Tell us about any help or support the child needs when they fall. You should include how often they need help and how long it can take.

Include examples of when your child has fallen, the help and support they have required after, how often they fall and how long it can take.

Explain why your child's falls are caused by their deafness or hearing loss.

Fits, seizures or blackouts

Page 39

This question is about what happens if your child has a fit, seizure or blackout. This may only be relevant if your child has another disability or long-term condition in addition to their deafness or hearing loss.

Select all the options that apply to your child and add additional information in the box below.

How long has the child needed the help and support they currently get?

Page 40

Your child must satisfy the tests (have relevant needs) for a period of 13 weeks immediately before the award begins and be expected to continue to satisfy the condition for a further 26 weeks.

For example, if your child was given hearing aids when they were 3 months old and has needed extra help and supervision because of this, you may be entitled to CDP when they've been wearing the hearing aids for a further 3 months and are six months old.

Choose the option that's closest to your child's experience.

Moving around outdoors

Page 41

This section is about the support your child needs to move safely around outdoors. This includes problems with walking because of physical, emotional, mental or sensory issues. For example, a physical impairment like cerebral palsy, behaviours that put them at risk due to a mental disability or the need to be supervised for safety because of hearing loss.

If your child is able to walk and does not have any additional needs, such as behavioural issues that put them at risk due to a mental disability, they will not be eligible for the mobility component until the age of five. From age five, your child may qualify for the lower rate of the mobility component if they need more guidance and supervision outdoors, due to their hearing loss, than a hearing child.

If your child has additional needs due to a physical disability or mental disability that puts them at risk, they may qualify for the higher rate of the mobility component from age three. The mobility component can be claimed up to 13 weeks before the child's third or fifth birthday. However, payment will not be made until the child reaches the required age.

Is the child completely unable to walk outdoors under any circumstances?

Select the option that applies to your child.

What issues does the child have moving around safely outdoors?

Page 42

Select all the options that apply to your child.

How does the child walk?

Page 42-43

Select all the options that apply to your child and explain how your child moves around outdoors in the box on page 43.

Does the child need guidance or supervision when moving around outdoors?

Page 44

Select the option that applies to your child.

Tell us about the guidance or supervision the child needs when moving around outdoors.

Write about your child's need for guidance and supervision when outdoors. Explain why they require more guidance and supervision than a hearing child. If this support can vary over a period of time, explain how.

What issues does the child have when moving around outdoors?

Page 45

This question is about the issues your child may have when moving around outdoors, including road safety, finding their way and understanding or being aware of common dangers.

Select all the options that apply to your child.

Tell us about the issues the child has when moving around outdoors.

Explain why you selected the issues your child has when moving around outside above. Add any other issues they have. Include any help or support they need with these issues and how often help is needed.

For example:

- you always need to have your child near enough to be able to make physical contact with them because their hearing loss means they cannot be directed by voice from a distance
- you need to stop them to give them instructions face to face because they lip read
- your child can't cross the road safely (explain why)
- they find it difficult to judge the speed and direction of traffic from sound picked up by their hearing technology
- they may be more at risk of an accident, for example from cyclists on pavements, roller skaters, skateboarders and runners because they cannot hear sounds from behind
- your child finds it difficult to tell what sounds are because hearing technology amplifies every sound, not just the ones they need to hear like speech and traffic
- wind and rain can make hearing technology harder to use.

This test is about your child's ability to walk on unfamiliar routes only. Your child's ability to walk on familiar routes is disregarded. If your child cannot hear sounds from behind them or cannot be warned or directed by voice from a distance, they may qualify for the lower rate of the mobility component from the age of five.

If there have been any accidents, near misses or incidents when outside, make sure you include these. For example, "last week a cyclist came from behind and expected my child to move out of the way. My child didn't hear the cyclist coming, but I managed to grab him in time."

How might the child react when moving around outdoors?

Page 46

The question is about how your child may react to, or behave, when moving around outdoors. Select all that apply to your child.

Tell us about how the child reacts when moving around outdoors.

Explain why you selected the reactions to moving around outdoors above. Add any other reactions they have or behaviours they exhibit when moving around outdoors. Include any help or support they need and how often this is needed.

For example, they may be anxious when outdoors because of their deafness or another disability or long-term condition.

How is the child's health and wellbeing affected when they're moving around outside or after they have been moving around?

Page 47-48

This question is about how your child's health and wellbeing are affected during or after moving around outside. Select all the options that apply to your child during or after moving around outside, or both.

Tell us about how the child's health and wellbeing is affected when they're moving around outside or after they have been moving around.

Explain how your child's health and wellbeing are affected during or after moving around outside because of their deafness. Include other negative effects of moving around outside, how seriously they can be affected and how often it can happen.

How long has the child had their current issues moving around outdoors?

Page 48

This question is about how long your child has had their current issues moving around outdoors.

Select the option closest to your child's experience.

Treatments and therapies

Tell us about any treatments or therapies the child gets.

Page 49-50

This section is about the treatments and therapies your child gets. Include all the treatments or therapies your child gets, how often they get it and how long it takes in the table.

For example:

Speech and language therapy	Once a week	1 hour session
Ear drops to soften ear wax	Everyday	20 minutes

Tell us about any support they need with treatments or therapies.

This is an opportunity to explain the support they need with the treatments or therapies they get.

Give details of any therapy your child receives from a professional support worker or from the family to help or support their development. This could include speech and language therapy, music therapy, play therapy, help with learning to lip-read or to sign, or help from a Teacher of the Deaf (ToD).

Explain the help that your child gets from the professional and give details of any exercises that you do with your child. If any tests have been carried out by professionals, it's helpful to send copies of the results if they provide evidence of any language delay.

Equipment or changes made at home

Tell us about any equipment the child uses or any changes made to their home.

Page 51-52

This section is about the equipment your child uses and any changes made to your home to make it accessible for them. In the table provided, include each piece of equipment they use (at home, at school or anywhere else) or changes made to your home. Explain how and when they use it, any help they need to use it, and if the help needed can change.

Equipment that may be relevant to your deaf child includes:

- hearing technology, like hearing aids or cochlear implants
- assistive technology, like a radio aid or vibrating alarm clock
- communication aids, like picture exchange cards.

Changes made to your home for your deaf child may include:

- flashing fire alarms.

Tell us about any further support the child needs at home.

Include more information about the support your child needs at home because of their deafness. Explain what you have to do to help them in the home, if this can change from day to day and how long it takes to give this support. If you can't be exact, estimate the longest and shortest time, for example 15 to 20 minutes or 10 to 12 times a day.

Medication

Tell us about any medication the child takes.

Page 53

This section asks you to write down all the medications your child takes. If they take different medications for different long-term conditions or disabilities they have, include them all here.

If your child takes medications for their deafness include the name, the dosage and how often they take it in this table. For example, they may need eardrops to soften the wax in their ears or require medication for ear infections.

Tell us about any support the child needs to take their medication.

Give information about the medicines your child has to take and the help and support that they need to take them.

About the child's GP

Page 56

This question is asking for your child's GP details. Include the practice name, address, phone number and the main doctor you see when you go to the GP.

Other people we can contact

Page 57-59

Put down the details of someone who knows how deafness affects your child. This could be their audiologist, Teacher of the Deaf (ToD), Speech and Language Therapist (SLT) or another medical professional.

You must provide a document from a professional that confirms your child's conditions, disability or needs. It does not need to include a diagnosis. You can also ask a friend with a child of the same age or your child's grandparents. Don't put down the details of anyone you're not confident will support your claim.

Supporting information

Page 60-63

Remember to include supporting evidence. The form has a list of examples of the different types on supporting information you can include.

It's important to include supporting evidence, but make sure it doesn't contradict what you've said on the form. You should check that the responses you receive support what you have said in the form. Make sure all supporting evidence and extra pages are labelled. Keep a copy of your filled in form and make sure all supporting evidence you send SSS is a photocopy as they won't be able to send original versions back to you.

You should explain, as best you can, what the results of the audiogram mean. For example, "The audiogram shows she cannot hear soft letter sounds at all," or, "it shows he has no access to high frequency sounds". For a description of what the different levels of deafness mean, visit ndcs.org.uk/deafnesslevels.

If you have any letters or reports that explain the audiogram, your child's deafness or any extra support your child gets, list them here and include a copy. This could be from a Teacher of the Deaf (ToD), Speech and Language Therapist (SLT) or the person responsible for special educational needs or additional learning needs at your child's school.

If your child has a cochlear implant, or is going through the implant assessment process, ask your implant centre for a supporting letter that explains your child needs due to their implant.

Don't forget the other types of supporting evidence:

- letters from people who know how your child's deafness affects their daily life
- results of any tests that prove your child has a language delay
- copies of school documents that show the type of support they receive at school and how often.

Declaration

Page 64

You must sign and date the form here.

More information

Page 66-67: You can use this space for any other information you may want to tell us about.

These are pages that you can use to explain the help your child needs because the rest of the form doesn't have enough space. You can also include anything on this page that you haven't been able to put anywhere else on the form.

For example:

- If your child has difficulty making sense of the world, either because they don't hear conversations going on around them or because of a language delay. Give examples of their difficulties and explain how you give them extra attention to help them to make sense of new words and ideas.
- If your child needs extra attention with educational materials such as computer games, DVDs or online videos that use spoken instructions, for example needing someone to explain what's being said.
- This is one of the boxes that you can use to explain the help your child needs because the rest of the form doesn't have enough space to go into detail.

Information

This information can be requested in large print or as a text file.
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For resource references or to give us your feedback email
informationteam@ndcs.org.uk.

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