

Personal Independence Payment: A guide to filling in the PIP2 claim form

We use 'deaf' and 'deafness' to refer to all types of hearing loss from mild to profound. This includes unilateral deafness (deafness in one ear) or temporary hearing loss.

Introduction

This is a step-by-step guide to help you fill in the Personal Independence Payment (PIP) claim form, ***How your disability affects you*** (PIP2), for yourself in England, Wales and Northern Ireland. If you live in Scotland, you can no longer apply for PIP as this has been replaced by Adult Disability Payment (ADP). We have information about ADP on our website at ndcs.org.uk/adp.

We've only provided guidance on the parts of the PIP2 form that are most relevant to deaf young people. If any other section applies to you, fill those in as well. Make sure you fill in the form in your own words. We give lots of examples of the different needs a deaf young person may have, but everyone's needs will be different – our examples are just to get you thinking.

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What is PIP?

Personal Independence Payment (PIP) is a welfare benefit for young people and adults aged 16 to pension age who have a long-term health condition or disability.

PIP is based on the principle that people with a disability or long-term health conditions need to meet extra costs, in order to live normal daily life. You do not need to show that you have extra costs to be awarded PIP and you do not need to show how you spend the money if it's awarded to you.

The PIP2 form can be completed online, or you may have a paper version. The online version asks all the same questions as the paper form, and in the same order, but unlike the paper version it doesn't number the questions. You can use this guide for both the online and paper version of the PIP2.

This guide will take you through the questions on the PIP2 form one at a time, highlighting the questions most relevant to you as a deaf person, explaining what kind of information you could include in your answers. We'll also explain how the Department for Work and Pensions (DWP) will use your answers to help it decide if you're entitled to PIP.

This guide will help you if you're claiming PIP for the first time or you're transferring from Disability Living Allowance (DLA) to PIP. If you want more general information about PIP and deafness, visit our webpages at ndcs.org.uk/pip.

Am I eligible for PIP?

The DWP will decide whether to award PIP based on the difficulties you may have with a range of everyday activities.

Daily living activities:

- preparing food
- eating and drinking
- managing treatments
- washing and bathing
- managing toilet needs
- dressing and undressing
- communicating
- reading
- mixing with other people
- making decisions about money.

Mobility activities:

- going out
- moving around.

The DWP will only look at these activities. Other activities in everyday life, like washing clothes or buying food are not considered.

The assessment of your ability to do an activity is based on the impact of your deafness or additional needs. If you find an activity difficult for other reasons, such as never learning how to do something, you won't score points.

The criteria for entitlement to PIP is set out in law, the DWP must apply the law when deciding whether to award PIP. The law includes case law, decisions made by judges in the Upper Tribunal or higher courts about how the law relating to PIP should be interpreted.

If you're transferring from DLA to PIP, you should be aware that the criteria for claiming PIP is different to DLA. Some people who were eligible for DLA may not be successful in a claim for PIP. So, it's important to provide as much information as possible that's relevant to the activities and descriptors as you can.

How to get a claim form

If you live in England or Wales contact the PIP new claims phone line at the DWP for free (9am to 5pm, Monday to Friday).

Phone: **0800 917 2222** (voice)

If you're a British Sign Language (BSL) user, you can contact the PIP phone line these ways.

Textphone: **0800 917 2222** (text)

Relay UK: **18001** then **0800 917 2222**

BSL video relay service: connect.interpreterslive.co.uk/vrs

If you live in Northern Ireland, contact the Personal Independence Payment Centre.

Phone: **0800 012 1573** (voice)

Phone: **0800 587 0937** (text)

Visit the NI Direct website for more information about contacting the PIP Centre as a BSL or Irish Sign Language (ISL) user: nidirect.gov.uk/contacts/personal-independence-payment-pip-centre.

Completing the PIP2 form

The PIP2 form will look like:

- A **declaration** at the beginning that you need to sign before sending back the form.
- **Questions 1 and 2** ask you to list your health conditions, medication and health professionals.
- **Questions 3 to 12** are about the 10 daily living activities.
- **Questions 13 and 14** are about the two mobility activities.
- **Question 15** asks you to provide any additional information.

You don't have to fill in the questionnaire on your own. You can use this guide with someone you trust to complete the questionnaire.

Your parent or carer may have been your appointee (applied on your behalf) if you previously claimed Disability Living Allowance (DLA). When you claim PIP the Department for Work and Pensions (DWP) should check if you still need an appointee or if you can manage the claim yourself. This is because you're considered to be an adult when you claim PIP. You should only need an appointee if you're unable to manage your own money because of a mental health condition or additional needs.

The DWP will make their decision based on the information you include on the form and any supporting evidence that you send in. Visit our webpage for more information on what supporting evidence to include with your claim at ndcs.org.uk/pip-supporting-letter.

IMPORTANT

The claim form can only be used by the person it is sent to. You can't use a friend's claim form or one you have found on the internet or anywhere else, because the claim form is unique to you. The DWP will use your National Insurance number as a reference code for the form.

Section 1: About your health condition or disability

Questions 1a

You should list all your health conditions here.

- If your hearing loss has been identified, you should write it down, but **you don't need a formal diagnosis to claim PIP**. If you're waiting for a diagnosis, you can use whichever term you feel comfortable with, such as 'deafness', 'hearing loss' or 'hearing impairment'.
- You should include other conditions if you have them. You don't need to put short-term illnesses, like having a cold, because PIP is only awarded for long-term health conditions. Long-term means three months or more. **You don't need a formal diagnosis to include your other conditions**. You can describe your other conditions however you feel comfortable. For example, 'eating problems', 'anxiety' or 'skin problems'.
- If you get them, include things like frequent ear infections or rashes which affect your ability to hear or to wear your hearing aids.
- You should say roughly when your condition started, but you don't have to be completely accurate if you're not sure. You could say '5 or 6 years ago' or 'when I was a baby'.

Question 1b

- List any medicines you take and why.
- Include details of the hearing devices you use, such as hearing aids, cochlear implants or bone anchored hearing aids (BAHAs).

Question 1c

Give details of any therapy you have. This could include speech and language therapy.

Section 2: About your health professionals

Question 2: “Please tell us below about any health professionals who treat or care for you most regularly...”

This is where you can give details of anyone who might be able to give more information about you. Make sure you put people here who know how your deafness affects you in your daily life. The Department for Work and Pensions (DWP) may contact them for more information.

You should ask these people to provide additional information, which you can send in with the form as supporting evidence. The information you send should support what you’re saying about how your deafness or other conditions affect you.

You don’t need to send appointment letters. Follow up letters that explain the outcome of any appointments are more relevant.

Audiologist

Audiologists can be helpful when claiming PIP. Ask your Audiologist to provide a report that includes your audiograms and clearly comments on the limitations of any aids or hearing technology you use, such as:

- your ability to hear when there’s background noise
- whether you’re able to locate sounds from different directions, including when you’re outside
- how close you’d need to be to a speaker to be able to hear them when wearing your hearing devices
- your ability to follow group conversations
- how likely you are to rely on lip-reading.

Equality or education (SEN/ASN/ALN) professional

Whoever is responsible for arranging the extra support you need in your school, college, university or workplace, may be able to provide useful information about the support, reasonable adjustments or access arrangements in place for you.

GP

If your GP knows you well, you could ask them to provide a letter, but some may charge. It can be a good idea to ask your surgery to provide a printed patient summary detailing the history of your conditions and when they began. This will show your contact with the GP and any referrals to specialists.

The surgery can usually provide this without charge. This can be particularly helpful if you have other health conditions and/or additional needs alongside your deafness.

Teacher of the Deaf (ToD)

If you're still in education or have recently been in education, then your ToD may be a good person to ask for a supporting letter because they have a good understanding of your day-to-day needs.

Other people

You can also include statements or letters from people who know how your deafness and additional needs or conditions affect you. This could be friends or relatives.

Section 3: How your health conditions or disabilities affect your day-to-day life

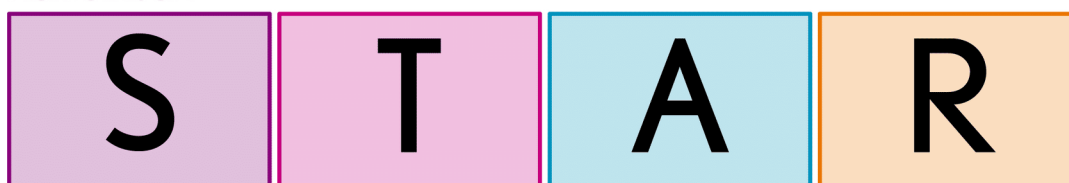
This section of the form is where you describe the difficulties you have due to your deafness, there's a question for each of the daily living and mobility activities.

The Department for Work and Pensions (DWP) decides whether you're entitled to PIP by looking at a range of activities. For each activity there is a list of difficulties you might have, called 'descriptors'. Each descriptor carries a certain number of points. Points will be given to you if it's decided that a descriptor applies to you.

- PIP is broken into two components (parts), daily living activities and mobility activities. These are called 'day-to-day life' and 'going out' on the claim form.
- Each component is scored separately. You can be awarded PIP under one component or both.
- If you score at least 8 points you will be awarded the standard rate of that component of PIP. If you score at least 12 points you will be awarded the higher rate.
- The points for the activities and descriptors are based on legal tests set out in the PIP regulations. The regulations use slightly different headings to the headings used on the claim form. For example, the claim form says 'communicating' but the legal test is 'communicating verbally' and the form says 'mixing with other people' but the legal test is 'engaging with other people face-to-face'.
- You might find it helpful to look at and answer **Question 9** about communicating first because this is likely to be the most important question for most deaf people.
- Think about how your communication difficulties affect your ability to do other activities. For example, if you're often tired because of the extra effort it takes for you to listen and understand others throughout the day, you should explain how listening fatigue affects your concentration or ability to do things.
- You should only provide information that is relevant to the activities in the tests. Other difficulties that you may have with daily living or going out aren't tested.
- Some of the descriptors mention the help that you may need from another person. You should explain what help you need from another person, even if you don't have someone to help you currently. You will score points if you're considered to have a reasonable need for help from another person.

You will only be considered **able to do an activity** if you can do it 'reliably'. This is a test made up of four parts, so think STAR. You should only say you **can** do something if you can do it **Safely**, in a reasonable amount of **Time**, to an **Acceptable** standard and **Repeatedly**.

Remember!



You will be considered **unable** to do something in a reasonable amount of time if it takes you **more than twice as long as someone without hearing loss or your other conditions**.

Try to explain how long an activity takes you if you do things more slowly than other people. Remember you should explain why doing things more slowly is due to your hearing loss or conditions. Only the difficulties you have that are related to your conditions are relevant for the tests.

You don't have to show that you have difficulties every day. You will satisfy the tests if you have difficulties for more than 50% of the time in a 12-month period. This is known as the '**majority of days' rule**. If the difficulties you have vary from day-to-day, or in certain situations, you should explain what makes it harder or easier for you to do an activity.

The 12-month period is based on an assessment of whether your difficulties began at least three months before the date of your claim and are likely to continue for at least nine months after the date of your claim.

You might find that some of the difficulties you have apply to more than one activity. If so, it's better to repeat yourself and provide the same information several times. You should repeat that the difficulties you have are related to your deafness or other conditions when completing the sections of the form.

You should not attempt to complete every page. If you don't have difficulties with a particular activity, you should tick **No** to the question.

The form may ask about activities that you don't currently do. For example, if you still live at home with family, you may not have to cook for yourself. If this is the case, you need to imagine how your deafness or other conditions might affect your needs if you did have to do these things for yourself. Remember you may still score points if you're considered to have a reasonable need for help from another person, even if you don't currently get that help.

If you're filling in a paper form and you need extra space, you should use the **Q15 Additional Information** box. You can also add extra pages to the claim form. It's important to remember to clearly write which question the information is answering and write your name and National Insurance number on each extra page.

Question 3: Preparing food

This is Activity 1 in the PIP regulations

This question is about your ability to prepare a simple meal for one person from fresh ingredients including peeling and chopping, using a conventional cooker or microwave, or following instructions from a recipe. Explain any special equipment you use in the kitchen.

Descriptors and points: Preparing food

Use the table below to find out how many points are awarded for each descriptor. You will score points under this activity if you **can't** prepare food reliably.

a. Can prepare and cook a simple meal unaided.	0
b. Needs to use an aid or appliance to be able to either prepare or cook a simple meal.	2
c. Cannot cook a simple meal using a conventional cooker but is able to do so using a microwave.	2
d. Needs prompting to be able to either prepare or cook a simple meal.	2
e. Needs supervision or assistance to either prepare or cook a simple meal.	4
f. Cannot prepare and cook food.	8

Remember, these should be applied using STAR. You should only say you **can** do something if you can do it **Safely**, in a reasonable amount of **Time**, to an **Acceptable** standard and **Repeatedly**. You will be considered unable to prepare food according to STAR if:

- you can't prepare food without injuring yourself or others because of your deafness or other conditions
- it takes you more than twice as long as someone without deafness or other conditions
- the food you try to prepare isn't to an acceptable standard
- you can't prepare food from fresh ingredients as many times as you would reasonably need to during the course of a day.

You may score under this activity if some of the following examples apply to you.

- The impact of your deafness or conditions means that you become tired during the course of a day. This causes you to have difficulty concentrating, sequencing (completing tasks in a particular order, like following a recipe) or multi-tasking.
- The impact of your deafness or conditions, such as depression, means that you lack interest in cooking and need to be encouraged by someone else to prepare a freshly cooked meal.

Remember, it's the impact of your deafness or conditions that are important in assessing your ability to do an activity. You **won't** score points if you're not interested in preparing food because you don't enjoy it or because someone else in your household usually does the cooking. You **won't** score points if you don't prepare food because you haven't learned how to cook yet.

If preparing food takes you longer than other people, but you can still do it in a reasonable amount of time, you will not score points under this activity.

If you **can** prepare food according to STAR, and you **don't** need prompting or encouragement from someone else due to your hearing loss or conditions, you should tick **No** to **Q3a**, leave the large **Q3** box blank and move on to **Q4**.

Question 4: Eating and drinking

This is Activity 2 in the PIP regulations and is called 'Taking nutrition'

This question is unlikely to be relevant to you if your only condition is deafness. Problems such as communicating with others at mealtimes are not relevant to this activity but may be relevant in the section about communicating.

If you have other conditions such as anxiety, depression or disordered eating, which affect your ability to eat and drink you may score points under this activity. You should explain if another person needs to remind you to eat and drink because of your conditions.

Descriptors and points: Taking nutrition

Use the table below to find out how many points are awarded for each descriptor.

a. Can take nutrition unaided.	0
b. Needs either: (i) to use an aid or appliance to be able to take nutrition or (ii) supervision to be able to take nutrition or (iii) assistance to be able to cut up food.	2
c. Needs a therapeutic source to be able to take nutrition.	2
d. Needs prompting to be able to take nutrition.	2
e. Needs assistance to be able to manage a therapeutic source to take nutrition.	6
f. Cannot convey food and drink to their mouth and needs another person to do so.	10

If you don't have additional physical or mental health conditions that affect your ability to eat and drink, you should tick **No** to **Q4a**, leave the large **Q4** box blank and move on to **Q5**.

Question 5: Managing your treatments

This is Activity 3 in the PIP regulations and is called 'Managing therapy or monitoring a health condition'

This question is about any medication you take and any treatment or therapy you have at home. Examples of this can include the following.

- Speech and language therapy which involves encouragement or help from another person. You can include information about it here, but it's also important that you write about this in **Q9** about communicating. Remember it's better to repeat yourself and provide the same information several times.
- Managing or maintaining hearing aids is not considered to be therapy or treatment under this activity.
- If you have help to manage medication or treatment for other conditions, you should write about it here.

- Remember any help you have must be because you have a reasonable need for that help due to your deafness or conditions.
- If someone is being helpful to you to save time, for example, but you would be able to do it yourself you won't score points.

Descriptors and points: Managing therapy or monitoring a health condition

Use the table below to find out how many points are awarded for each descriptor.

a. Either: (i) doesn't receive medication or therapy or need to monitor a health condition or (ii) can manage medication or therapy or monitor a health condition unaided.	0
b. Needs any one or more of the following: (i) to use an aid or appliance to be able to manage medication or (ii) supervision, prompting or assistance to be able to manage medication or (iii) supervision, prompting or assistance to be able to monitor a health condition.	1
c. Needs supervision, prompting or assistance to be able to manage therapy that takes no more than 3.5 hours a week.	2
d. Needs supervision, prompting or assistance to be able to manage therapy that takes more than 3.5 but no more than 7 hours a week.	4
e. Needs supervision, prompting or assistance to be able to manage therapy that takes more than 7 but no more than 14 hours a week.	6
f. Needs supervision, prompting or assistance to be able to manage therapy that takes more than 14 hours a week.	8

If you can manage your therapy or medications yourself according to STAR, and you do not need any aids or appliances or help from someone else due to your deafness or conditions, you should tick **No** to **Q5a**, leave the large **Q5** and **Q5c boxes** blank and move on to **Q6**.

Question 6: Washing and bathing

This is Activity 4 in the PIP regulations

This question is about your ability to wash reliably according to STAR.

There have been several case law judgements (PIP cases taken to tribunal) about how the law should be interpreted for this activity, some of the case law has looked specifically at the needs of deaf people.

The test for this activity assumes that you're washing and bathing with the bathroom door closed. This question considers what risks there might be to you when washing and bathing. It doesn't matter if the risk is unlikely to happen, as long as there is a real possibility that it could. Like the risk of fire.

You will be considered **unable** to wash and bathe safely if, for example:

- you remove your hearing aid/s or cochlear implant/s in the shower and as a result you wouldn't be able to hear a smoke alarm clearly

- due to your deafness you need someone to alert you in an emergency, even if you don't live with someone who could do this. This will mean that you have a reasonable need for supervision according to descriptor 4c
- you use an aid or appliance when you're washing and bathing which alerts you to fire, according to descriptor 4b below.

Descriptors and points: Washing and bathing

Use the table below to find out how many points are awarded for each descriptor.

a. Can wash and bathe unaided.	0
b. Needs to use an aid or appliance to be able to wash or bathe.	2
c. Needs supervision or prompting to be able to wash or bathe.	2
d. Needs assistance to be able to wash either your hair or body below the waist.	2
e. Needs assistance to be able to get in or out of a bath or shower.	3
f. Needs assistance to be able to wash your body between the shoulders and waist.	4
g. Can't wash and bathe at all and needs another person to wash your entire body.	8

If any of the above apply to you, you're likely to score 2 points under descriptor **4b** or **4c**. You could include examples of any incidents that may have happened which meant you couldn't bathe safely because of your deafness.

If you have other conditions which mean that other descriptors apply, you should write about how they affect you and the help that you need from another person.

If descriptor **4b** or **4c** apply to you because of your deafness you should tick **Yes** to **Q6a** and complete the large **Q6** box.

Question 7: Using the toilet and managing incontinence

This is Activity 5 in the PIP regulations and is called 'Managing toilet needs or incontinence'

This question looks at a person's ability to get on and off the toilet and any other bladder or bowel issues (this includes the use of collecting devices).

This is only likely to be relevant to you if you have other conditions as well as deafness or a hearing loss.

Descriptors and points: Managing toilet needs or incontinence

Use the table below to find out how many points are awarded for each descriptor.

a. Can manage toilet needs or incontinence unaided.	0
b. Need to use an aid or appliance to be able to manage toilet needs or incontinence.	2
c. Need supervision or prompting to be able to manage toilet needs.	2
d. Need assistance to be able to manage toilet needs.	4

e. Need assistance to be able to manage incontinence of either bladder or bowel.	6
f. Need assistance to be able to manage incontinence of both bladder and bowel.	8

If you don't have any other physical or mental conditions that affect your ability to use the toilet, you should tick **No** to **Q7a**, leave the large **Q7** box blank and move on to **Q8**.

Question 8: Dressing and undressing

This is Activity 6 in the PIP regulations

This question looks at a person's ability to put on and take off clothing that hasn't been specially adapted. Examples of adapted clothing include loose fitting clothing or shoes with minimal fastenings that are easy to put on.

This is only likely to be relevant to you if you have other conditions as well as deafness or a hearing loss.

Descriptors and points: Dressing and undressing

Use the table below to find out how many points are awarded for each descriptor.

a. Can dress and undress unaided.	0
b. Need to use an aid or appliance to be able to dress or undress.	2
c. Needs either: (i) prompting to be able to dress, undress or determine appropriate circumstances for remaining clothed or (ii) prompting or assistance to be able to select appropriate clothing.	2
d. Needs assistance to be able to dress or undress their lower body.	2
e. Needs assistance to be able to dress or undress their upper body.	4
f. Cannot dress or undress at all.	8

If you don't have any other mental or physical conditions that affect your ability to dress or undress, you should tick **No** to **Q8a**, leave the large **Q8** box blank and move on to **Q9**.

Question 9: Talking, listening and understanding

This is Activity 7 in the PIP regulations and is called 'Communicating verbally'

IMPORTANT: There have been some case law judgements about how the law and PIP regulations should be interpreted for this activity. Some of them look at the communication needs of deaf people.

This is one of the most important questions in the PIP2 form for deaf people to answer. This question is about any difficulty you have hearing and understanding, making yourself understood and taking part in conversations, in your native language. Clearly mention and explain in detail in your form if:

- you're a British Sign Language (BSL), Sign Supported English (SSE) or Irish Sign Language (ISL) user
- what hearing devices and technology you have and use (hearing aid/s, cochlear implant/s, bone anchored hearing aids (BAHAs))

- if you don't have hearing devices because they're not suitable for your level or cause of deafness, explain what communication methods you use to express yourself and understand what others are saying
- you have difficulties in normal daily life because of how your deafness affects communication and understanding
- you use or rely on lip-reading to interpret verbal communication and you find it difficult to understand someone's lip patterns if they aren't familiar or you can't see their face clearly
- needing someone to repeat disembodied speech, such as announcements over a tannoy
- you find it difficult following group conversations because you can't work out who's talking or understand when more than one person speaks at once
- you get tired more easily because of the extra effort you make to listen to and understand others (listening/concentration fatigue) throughout the day and explain if this makes you tired by the end of the day or at other times during the day
- the clarity of your speech is affected by your deafness so that other people can find it difficult to understand you
- you have speech and language therapy (recommended exercises that you carry out regularly involving help or encouragement from another person), but it's important that you also write about this in **Question 5: Managing Treatments**
- you need someone to repeat or explain what has been said, in addition to any communication methods you use. (This may mean that a higher descriptor applies to you because you have a reasonable need for communication support.)

It isn't about how you feel about communicating with other people. For example, if you lack confidence or are anxious because of your deafness this isn't relevant to this question. That is considered in **Question 11: Mixing with other people**.

Tick **yes** to **Q9a** if it applies to you and provide as much detail as you can in the **large Q9 box**.

Descriptors and points: Communicating verbally

Look at the descriptors in the table for how many points are awarded for each descriptor and the definitions below. The descriptors should be applied according to STAR.

a. Can express and understand verbal information unaided.	0
b. Needs to use an aid or appliance to be able to speak or hear.	2
c. Needs communication support to be able to express or understand complex verbal information.	4
d. Needs communication support to be able to express or understand basic verbal information.	8
e. Cannot express or understand verbal information at all even with communication support.	12

Definitions

An aid or appliance is any device that improves, provides support for, or replaces a claimant's disability.

Many deaf people who use a hearing device, such as hearing aids, cochlear implants or bone anchored hearing aids (BAHAs), will be awarded descriptor b, 'needs to use an aid or appliance to be able to speak or hear'.

However, the law says your abilities to communicate should be assessed in the context of a normal daily life. There are limitations to all hearing devices, so it's important to include that they:

- don't replace 'normal' hearing
- may not work effectively in noisy environments, if there's a lot of background noise or outside due to wind or traffic noises
- will be affected differently in different listening situations (background noise or a poor acoustic environment where speech/sounds echo) and that this impacts your ability to express yourself verbally or understand what people are saying
- may be used in addition to other communication methods to help you to express yourself or understand what others are saying (sign language, written notes, speech-to-text technology, lip-reading, asking someone to repeat or explain themselves)
- may need assistive technology to be useful (hearing loop, radio aid, soundfield)
- may need additional amplification devices in specific situations, like using the phone.

Communication support is provided by another person, who's trained or experienced in communicating with people with specific communication needs. This doesn't just mean someone who's professionally trained, like a sign language interpreter, but can also mean someone who knows your communication needs well, like a family member or carer.

You may be awarded more points for needing communication support if you don't use sign language but have difficulties communicating. As that means you need help in another way from someone who understands your communication needs.

REMEMBER: you can be awarded points for a descriptor if you're considered to have a reasonable need for support from another person even if you don't get that support.

Verbal communication is the ability to express and understand verbal communication in your native language and includes sign language. If you use sign language, either because it's the main language you use or because it assists you in some situations, state this clearly on the form. You'll be considered to have a reasonable need for communication support if you rely on sign language.

Basic verbal communication is information conveyed in a simple sentence, like "I would like tea please."

Complex verbal communication is information conveyed in more than one sentence or one complicated sentence like, "I would like tea please, just a splash of milk and no sugar. I always have sweeteners with me when I go out."

IMPORTANT: The law says that lip-reading isn't considered an acceptable way to interpret verbal communication. The decision maker (case manager) from the Department for Work and Pensions (DWP), who decides your claim, should disregard any reliance you have on lip-reading when assessing your ability to communicate.

Remember that the law says your abilities should be assessed within the context of a normal daily life. Normal daily life includes participating in and following group conversations. You should explain any difficulties you have when communicating verbally in group situations.

Question 10: Reading

This is Activity 8 in the PIP regulations

This question is about your ability to read and understand words, signs and symbols in your native language. If your main language is British Sign Language (BSL), you may be considered to have both English and BSL as your native language. If so, it's your ability to understand written English that will be assessed.

This test considers your ability to read signs, symbols and words in standard text. Any difficulty you have with reading should be a result of your deafness or other conditions.

This test doesn't consider:

- your ability to write
- if you can't read because you haven't learned
- accessing information by braille.

If your main language is BSL, you should explain that BSL is a language that:

- doesn't have a written form
- has a different grammatical structure to English.

You should explain if it takes you longer to process written information or if you find it difficult to follow the grammatical structure of text.

If BSL isn't your main language but you still have difficulties reading you should explain:

- how this is a result of your deafness or other conditions
- if reading takes you longer.

As a deaf young person, this may be because it took you longer to pick up language when you were younger, and your vocabulary means there are common words you don't recognise.

Descriptors and points: Reading

Look at the descriptors in the table for how many points are awarded for each descriptor. The descriptors should be applied according to STAR.

a. Can read and understand basic and complex written information either unaided or using spectacles or contact lenses.	0
b. Needs to use an aid or appliance, other than spectacles or contact lenses, to be able to read or understand either basic or complex written information.	2
c. Needs prompting to be able to read or understand complex written information.	2
d. Needs prompting to be able to read or understand basic written information.	4
e. Cannot read or understand signs, symbols or words at all.	8

You should explain if you need prompting from another person to read. Prompting means reminding, encouraging or explaining by another person. You may score 4 points under

descriptor **8c** if you need prompting to understand complex written information. Complex written information means more than one sentence of written or printed standard size text in your native language.

You may score 2 points under descriptor **8d** if you need prompting to be able to read basic written information. Basic written information means signs, symbols and dates written or printed in standard size text in your native language.

Tick yes to **Q10a** if it applies to you because of your deafness or other conditions and complete the **large Q10 box**.

Question 11: Mixing with other people

This is Activity 9 in the PIP regulations and is called ‘Engaging with other people face-to-face’

This is another important question for deaf young people to answer. It’s about your ability to interact with others in a contextually and socially appropriate manner, understand body language, and establish relationships. This question is about how you *feel* about interacting with other people.

This is different to communicating verbally which is looked at in **Q9**. However, if you find communication difficult and this causes social situations to be stressful you may score under this activity.

Remember that the law says your abilities should be assessed within the context of a normal daily life. Living a normal daily life includes being able to engage in social activity. There are some case law judgements about how the law and PIP regulations should be interpreted for this activity.

Some of the case law has looked specifically at the needs of deaf people.

- It’s about your ability to interact with people face-to-face or in small groups.
- It’s about how you feel about interacting with people who you don’t know.
- Being able to establish relationships is more than the brief interactions you may have with other people, like when you buy something in a shop.

Descriptors and points: Engaging with other people face-to-face

Look at the descriptors in the table for how many points are awarded for each descriptor and the definitions below. The descriptors should be applied according to STAR.

a. Can engage with other people unaided.	0
b. Need prompting to be able to engage with other people.	2
c. Need social support to be able to engage with other people.	4
d. Can't engage with other people due to such engagement causing either: (i) overwhelming psychological distress to the claimant or (ii) the claimant to exhibit behaviour which would result in a substantial risk of harm to the claimant or another person.	8

Definitions

- **Prompting** means reminding, encouraging, or explaining by another person.
- **Social support** is support from a person trained or experienced in assisting people to engage in social situations. This definition doesn't just mean someone professionally trained, but also includes someone who knows your communication needs well, such as a family member or carer.
- **Psychological distress** is distress relating to an enduring mental health condition or an intellectual or cognitive impairment (an additional need such as a learning disability or autism).

You may score under this activity if some of the following examples apply to you:

- You avoid some social situations because you're anxious about interacting with people you don't know well.
- You rely on someone familiar to you. For example, needing a family member who understands your needs to be present to support you when meeting new people face-to-face or in a small group. You may score 4 points under descriptor **9c**.
- You have support from someone familiar to help you plan for social situations that make you anxious, even if that person doesn't come with you. This can include talking to a counsellor/therapist, family member or friend to prepare you for engaging with other people. You may score 4 points under descriptor **9c**.
- You need someone else to prompt or encourage you to engage with new people face-to-face or in a group. If you benefit from this support but it doesn't have to be from someone familiar, you may score 2 points under descriptor **9b**.

If they apply, you should explain:

- how your deafness causes you to feel anxious about meeting new people. For example, you may worry that you will not be able to hear in certain situations or that you will be misunderstood
- how other conditions such as anxiety and/or depression affect you when meeting people you don't know well, face-to-face in a small group
- examples of times when you have found social situations stressful or examples of situations you tend to avoid
- whether or why you feel more anxious in some situations than in others.

Not all deaf people find it difficult to engage with people in social situations. You should only tick **Yes** in the **Q11a box** and complete the large **Q11 box section c** if it's relevant to you.

If you don't find engaging with other people face-to-face or in small groups difficult, you should tick **No** to **Q11a**, leave the large **Q11 box** blank and move on to **Q12**.

Question 12: Managing money

This is Activity 10 in the PIP regulations and is called 'Making budgeting decisions'

This question is about your ability to make simple or complex decisions about money.

This test is about your ability to think and so is mostly concerned with mental and cognitive functioning, but some physical health conditions may be considered. Remember there must be

a clear link between your deafness or other conditions and the reason why you find an activity difficult.

Descriptors and points: Managing budgeting decisions

Look at the descriptors in the table for how many points are awarded for each descriptor and the definitions below. The descriptors should be applied according to STAR.

a. Can manage complex budgeting decisions unaided.	0
b. Need prompting or assistance to be able to make complex budgeting decisions.	2
c. Need prompting or assistance to be able to make simple budgeting decisions.	4
d. Can't make any budgeting decisions at all.	6

Definitions

- **Simple budgeting decision** means a decision involving calculating the cost of goods and calculating the change required after a purchase.
- **Complex budgeting decision** means a decision involving calculating household and personal budgets, managing and paying bills and planning future purchases. If you don't calculate a household budget because someone else in your household usually does this, you should try to think about any difficulties you might have.

Research has shown that it can be more difficult for deaf children to learn mathematics (maths), which can impact deaf young people's ability to manage budgeting decisions. Explain if you struggled with maths when you were younger and how this impacts you now.

Any difficulties you have with reading may also be relevant. This may be because it took you longer to pick up language when you were younger, and your vocabulary means that there are words you don't recognise.

You may score under this activity if some of the following examples apply to you.

- You have difficulties with reading and need someone to read or explain financial documents to you, such as bank statements or utility bills, before you can make a decision about money. You may score under descriptor **10b**.
- You have difficulties reading a receipt or bill in a shop or restaurant and need someone to read it to you before you can calculate the cost of goods or change. You may score under descriptor **10c**.
- You have difficulties with mental arithmetic (maths) which means that calculating the cost of goods takes you longer. You may score under descriptor **10c**.

You will only score if your reading and numeracy difficulties are linked to your deafness or other conditions. If you have other conditions, such as anxiety and depression, you should explain how this impacts your ability to make decisions about money. For example, if you're affected by poor concentration and memory. Or you may become anxious when trying to make decisions about money.

If your deafness or other conditions affects your ability to make decisions about money you should tick the box **Yes** at **Q12a** and complete the **large Q12 box**.

If deafness is your only condition and this has not affected your ability to make decisions about money, you should tick **No** to **Q12a**, leave the **large Q12 box** blank and move on to **Q13**.

Question 13: Planning and following a journey

This is Mobility Activity 1 in the PIP regulations and is called ‘Planning and following journeys’

This question is about your ability to plan and follow the route of a familiar or unfamiliar journey and to plan and undertake a journey.

There have been a number of case law judgements focused on deafness about how the law and PIP regulations should be interpreted for this activity. The test is mostly concerned with sensory, mental, cognitive or intellectual ability. Physical conditions are considered under **Q14**.

You’re assessed on your ability to make a journey by foot, on public transport, and by car if you drive. Your ability to plan and follow both long and short journeys is considered. Remember you will only be considered able to plan and follow journeys if you can do so reliably.

Descriptors and points: Planning and following journeys

Look at the descriptors in the table for how many points are awarded for each descriptor and the definitions below. The descriptors should be applied according to STAR.

a. Can plan and follow the route of a journey unaided.	0
b. Need prompting to be able to undertake any journey to avoid overwhelming psychological distress to the claimant.	4
c. Can't plan the route of a journey.	8
d. Can't follow the route of an unfamiliar journey without another person, assistance dog or orientation aid.	10
e. Can't undertake any journey because it would cause overwhelming psychological distress to the claimant.	10
f. For reasons other than psychological distress, can't follow the route of a familiar journey without another person, an assistance dog or an orientation aid*.	12

*An orientation aid is a specialist aid designed to assist disabled people to follow a route safely.

A SAT NAV or journey planning phone apps aren’t considered to be orientation aids unless they are specially adapted for a disabled person. You may score under this activity if some of the following examples apply to you.

- You have difficulty hearing when you’re outside due to background noise, like traffic.
- Your hearing technology is affected by wind noise or reverberation.
- You have difficulty hearing train announcements, like platform changes.
- You have difficulty locating the distance and direction of sound.
- You can’t hear a sound from behind, like a person, vehicle or bike approaching.
- You’re anxious about making journeys and you avoid some journeys because of this.
- You need someone with you when making either a familiar or unfamiliar journey to help you make progress along a route or to provide moral support.
- You have difficulty planning a familiar or unfamiliar journey.

You should give examples, if you can, of times when you’ve found making journeys difficult or

when something has gone wrong. You should explain whether making some journeys is more difficult than others. If you have other conditions, such as anxiety and depression, you should explain how this affects your ability to make journeys.

If your deafness or conditions means that you find planning and following journeys difficult on the majority of days you should tick **Yes** to box **Q13a**, and complete **large Q13 box**.

If you don't have difficulty planning or following journeys you should tick **No** to **Q13a**, leave the **large Q13 box** blank and move on to **Q14**.

Question 14: Moving around

This is Mobility Activity 2 in the PIP regulations

This question is about your ability to move around. This is only likely to be relevant to you if you have other conditions as well as deafness.

If you don't have other physical conditions, you should tick **No** to **Q14a** and move on to **Q15**.

Descriptors and points: Moving around

Look at the descriptors in the table for how many points are awarded for each descriptor and the definitions below. The descriptors should be applied according to STAR.

a. Can stand and then move more than 200 metres, either aided or unaided.	0
b. Can stand and then move more than 50 metres but no more than 200 metres, either aided or unaided.	4
c. Can stand and then move unaided more than 20 metres but no more than 50 metres.	8
d. Can stand and then move using an aid or appliance more than 20 metres but no more than 50 metres.	10
e. Can stand and then move more than 1 metre but no more than 20 metres, either aided or unaided.	12
f. Cannot, either aided or unaided, (i) stand; or (ii) move more than 1 metre.	12

Additional information

You should use this section to add relevant information if you have not had enough space throughout the rest of the form.

Remember

It's a good idea to give examples of times when you have found daily living activities or mobility activities difficult. You will only be assessed against the activities on the form. Other activities to do with daily living or mobility are not considered.

You're assessed on your ability to live a normal daily life. You should explain if you have adapted your life so that you do not do some of the activities even though you want to, like engaging in social activity or cooking. You should explain if you avoid any situations in normal daily life.

Definitions

- **Majority of days:** you don't have to show that you have difficulties every day. You will satisfy the tests if you have difficulties for more than 50% (half) of the time in a twelve-month period.
- **Reasonable need:** you may score points if you're considered to have a reasonable need for help from another person even if you do not have that help.
- **Reliably:** you will only be considered able to do an activity reliably if you can do it Safely, in a reasonable amount of Time, to an Acceptable standard and Repeatedly.

Finishing the form

Before you send off the form, you should check over everything you have included and have someone else check it too, if you can.

Supporting evidence

It's a good idea to send supporting evidence with the claim form if possible. This can include evidence from the professionals that support you or understand your deafness, such as your Audiologist, GP, support worker or coach.

Only evidence that explains how your conditions affect you are relevant. Appointment letters are not relevant evidence, but you should explain if you're waiting for assessment or treatment. A patient summary may be helpful to explain the history of your diagnosed conditions and any undiagnosed conditions that you've seen your GP about, like anxiety.

You can contact our Freephone Helpline or other organisations for advice about the evidence you intend to send. Sometimes the evidence you're planning on sending can be inconsistent to your answers in the form or contradict other evidence. You can also include evidence from people who know how your deafness and conditions affect you. This could be friends or relatives.

The declaration

The person claiming (you or your appointee) must sign and date the form here.

Deadline

If you're applying with a paper form, tear off and keep the letter at the front of the form which tells you the date when you should return the form.

You should return the form by the date given on the letter. If you think you won't be able to complete the form by the deadline, you should contact the PIP enquiry line and ask for an extension of time. This should be given if you have a good reason for returning the form late.



**We're always looking for ways to improve our information.
Scan this QR code to share your feedback on this resource.**