

Personal Independence Payment (PIP)



A guide to filling in the Personal Independence Payment (PIP) claim form for deaf young people

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. In England and Wales, PIP is managed and paid by Department for Work and Pensions (DWP). In Northern Ireland, the names of the government offices that handle PIP are different, but the law and the process is the same.

If you live in Scotland, you can no longer apply for PIP as this has been replaced by Adult Disability Payment (ADP).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.

How to get a PIP claim form

If you live in England or Wales contact the PIP new claims phone line at 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 by:

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 Department for Communities' (DfC) 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.

Contents

Understanding Personal Independence Payment (PIP)	3
Eligibility	3
Completing the PIP2 form	4
About your health condition or disability	5
About your health professionals	5
How your health conditions or disabilities affect your day-to-day life	7
Preparing food	9
Eating and drinking	10
Managing your treatments	11
Washing and bathing	12
Using the toilet and managing incontinence	14
Dressing and undressing	14
Talking, listening and understanding	15
Reading	18
Mixing with other people	20
Managing money	22
Planning and following a journey	23
Moving around	25
Additional information	25
Finishing the form	26

Understanding Personal Independence Payment (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 does not 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 1 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 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). Read our general information about PIP and deafness at ndcs.org.uk/pip.

Eligibility

DWP decide whether to award PIP based on the difficulties you may have with a range of everyday activities. DWP only look at these activities. DWP do not consider other activities in everyday life, like washing clothes or buying food.

Daily living activities	Mobility activities
Preparing food	Going out
Eating and drinking	Moving around
Managing treatments	
Washing and bathing	
Managing toilet needs	
Dressing and undressing	
Communicating	
Reading	
Mixing with other people	
Making decisions about money	

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

The criteria for entitlement to PIP is set out in law. DWP must apply the law when deciding whether to award PIP. The law includes case law, which are decisions made by judges at appeals 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. It's important to provide as much information as possible that's relevant to the activities and descriptors as you can.

Completing the PIP2 form

The PIP2 form is made up of:

- A **declaration** at the beginning that you need to sign before sending back the form
- **Questions 1 and 2** which 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 2 mobility activities
- **Question 15** which asks you to provide any additional information

You do not 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 applied for DLA on your behalf, which is known as being an appointee. When you claim PIP, 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.

DWP will make their decision based on the information you include on the form and any supporting evidence that you send in. For more information on what supporting evidence to include with your claim, visit ndcs.org.uk/pip.

IMPORTANT

PIP claim forms can only be used by the person it is sent to. You cannot use a friends' form or one you have found on the internet, because the claim form is unique to you. DWP 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 or level of deafness has been identified, you should write it down, but **you do not 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 any other long-term health conditions or disabilities you have, in addition to your deafness. You do not need to put short-term illnesses, like having a cold, because PIP is only awarded for long-term health conditions. Long-term means 3 months or more. **You do not 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 hearing devices, such as hearing aids
- Say when your condition started. You do not 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 implant or bone conduction hearing devices.

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..."

Include details of anyone who might be able to share more information about you and your deafness. Make sure you put people here who know how your deafness affects you in your daily life. DWP may contact them for more information.

You can ask these people to provide additional information to 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 do not need to send appointment letters. Follow up letters that explain the outcome of any appointments are more relevant.

Audiologist

Information from your audiologists can be helpful when claiming PIP for hearing loss or deafness. Ask your audiologist to provide evidence supporting your claim, including audiograms and if you use hearing devices, an explanation of their limitations, 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

GP

If your GP knows you well, you could ask them to provide a letter, but some may charge. You can also ask your GP 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. Printed patient summaries are usually free. This can be particularly helpful if you have other health conditions or disabilities in addition to your deafness.

Teacher of the Deaf (ToD)

Some deaf children and young people will have a ToD throughout their education. If you have a ToD and are still in education or have recently been in education, you can include them here. ToDs can be a good person to ask for supporting evidence because they will likely have a good understanding of your day-to-day needs.

Education professional

Education professionals may be able to provide useful information about the support, reasonable adjustments or access arrangements in place for you. This may include whoever is responsible for arranging the extra support you need to access education in your school, college or university. At university this is likely to be a member of staff in the disability support service or office.

In secondary and further education, this person will have a different title depending on where you live, as the education systems work differently in each nation.

- Special educational needs and disability co-ordinator (SENDSCO) in England
- Special educational needs co-ordinator (SENCO) or learning support co-ordinator (LSC) in Northern Ireland
- Additional learning needs co-ordinator (ALNCO) in Wales

HR or manager

If you are in work, a representative from HR or your manager may be able to provide information about the reasonable adjustments or access arrangements in place.

Other people

You can also include statements or letters from people who know how your deafness affects 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 is 1 question for each of the daily living and mobility activities.

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. We have included the descriptors and points for each activity in this guide.

- PIP has 2 components (parts), daily living activities and mobility activities, called 'day-to-day life' and 'going out' on the claim form. Each component is scored separately. You can be awarded PIP under 1 component or both
- A score of at least 8 points will be awarded the standard rate of that component of PIP. A score of at least 12 points 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. The claim form says 'communicating' but the legal test is 'communicating verbally'. The form also says 'mixing with other people' but the legal test is 'engaging with other people face-to-face'
- **Question 9** is about communicating and is an important question for 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 you may have with daily living or mobility are not relevant
- 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 do not 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 4 parts, so think **STAR**. You should only say you **can** do something if you can do it **S**afely, in a reasonable amount of **T**ime, to an **A**ceptable standard and **R**epeatedly.

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 deafness**. If you do certain activities slower than other people, try to explain how long that activity takes you and why. Remember you should explain why doing things more slowly is due to your deafness or hearing loss. Only the difficulties you have that are related to your conditions are relevant for the tests.

You do not have to show that your deafness affects you 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 your deafness and how it affects you varies 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 3 months before the date of your claim and are likely to continue for at least 9 months after the date of your claim.

You might find that some of the difficulties you have apply to more than 1 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 health conditions or disabilities, in addition to your deafness, when completing the sections of the form.

You **should not attempt to complete every page**. If you do not have difficulties with a particular activity, you should tick **No** to the question and move on. The form may ask about activities that you do not currently do. 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 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 do not currently get that help.

If you're filling in a paper form and you need extra space, you should use the **Question 15 Additional Information** box. You can also add extra pages to the claim form. If you add extra pages to the form, remember to clearly write your name, National Insurance number and which question you are answering on each extra page.

Question 3: Preparing food

Preparing food is Activity 1 in the PIP regulations. This question is about your ability to prepare a simple meal for 1 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 **cannot** prepare food reliably.

Preparing food descriptors	
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 **S**afely, in a reasonable amount of **T**ime, to an **A**ceptable standard and **R**epeatedly. You will be considered unable to prepare food according to STAR if:

- you cannot 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 is not to an acceptable standard
- you cannot 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 **will not** score points if you're not interested in preparing food because you do not enjoy it or because someone else in your household usually does the cooking. You **will not** score points if you do not prepare food because you have not 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 **do not** need prompting or encouragement from someone else due to your hearing loss or conditions, you should tick **No** to **Question 3a**, leave the large **Question 3** box blank and move on to **Question 4**.

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.

Taking nutrition descriptors	
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 do not have additional physical or mental health conditions that affect your ability to eat and drink, you should tick **No** to **Question 4a**, leave the large **Question 4 box** blank and move on to **Question 5**.

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.

- 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 **Question 9** 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 will not 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.

Managing therapy or monitoring a health condition	
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 **Question 5a**, leave the large **Question 5** and **Question 5c boxes** blank and move on to **Question 6**.

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 does not 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 devices – hearing aids or cochlear implants - in the shower and as a result you would not be able to hear a smoke alarm clearly
- due to your deafness, you need someone to alert you in an emergency, even if you do not 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.

Washing and bathing	
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 could not 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 **Question 6a** and complete the large **Question 6** 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 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.

Managing toilet needs or incontinence	
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 do not have a physical or mental condition that affects your ability to use the toilet, you should tick **No** to **Question 7a**, leave the **Question 7 box** blank and move on to **Question 8**.

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.

Dressing and undressing

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 do not have any other mental or physical conditions that affect your ability to dress or undress, you should tick **No** to **Question 8a**, leave the **large Question 8** box blank and move on to **Question 9**.

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:

- use sign language, such as British Sign Language (BSL)
- use hearing devices, such as hearing aids or cochlear implants
- do not have hearing devices because they're not suitable for your level or cause of deafness and the communication methods you use to express yourself and understand what others are saying

- have difficulties in normal daily life because of how your deafness affects communication and understanding
- use or rely on lip-reading to interpret verbal communication and find it difficult to understand the lip patterns of unfamiliar people
- need someone to repeat disembodied speech, such as tannoy announcements
- find it difficult following group conversations because you cannot work out who's talking or understand when more than 1 person speaks at once
- get tired more easily because of the extra effort you make to listen to and understand others (listening/concentration fatigue) throughout the day
- are aware that the clarity of your speech is affected by your deafness so that other people may find it difficult to understand 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**
- 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 because you have a reasonable need for communication support.)

Question 9 is not about how you **feel** about communicating with other people, such as lacking confidence or anxiety because of your deafness. This is not relevant to this question because it is considered in **Question 11: Mixing with other people**.

Tick **yes** to **Question 9a** if it applies to you. Give as much detail in the **Question 9 box**.

Descriptors and points: Communicating verbally

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

Communicating verbally	
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 hearing devices, such as hearing aids, cochlear implants or bone conduction hearing devices, 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:

- do not 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 (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 does not just mean a trained professional, like a sign language interpreter, but can 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 do not 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 do not 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 1 sentence or 1 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 is not considered an acceptable way to interpret verbal communication. The decision maker (case manager) from DWP, who decides your claim, should disregard any reliance you have on lip-reading when assessing your ability to communicate.

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. 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 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 does not consider:

- your ability to write
- if you cannot read because you have not learned
- accessing information by braille

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

- does not 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 is not 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 do not 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**.

Reading	
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 1 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 **Question 10a** if it applies to you because of your deafness or other conditions and complete the **large Question 10 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 **Question 9**. 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 do not 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.

Engaging with people face-to-face	
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 does not just mean someone professionally trained. It can also mean 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 do not 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 does not 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 does not 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. You may worry that you will not be able to hear in certain situations, for example, or that you will be misunderstood
- how other conditions such as anxiety and/or depression affect you when meeting people you do not know well, face-to-face in a small group
- times when you have found social situations stressful or situations you 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 **Question 11a box** and complete the large **Question 11 box section c** if it's relevant to you. If you do not find engaging with other people face-to-face or in small groups difficult, tick **No** to **Question 11a**, leave the **Question 11 box** blank and move on to **Question 12**.

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

Managing budgeting decision	
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 do not calculate a household budget because someone else in your household does this, 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 do not 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 **10c**.
- You have difficulties with mental arithmetic (maths) which means that calculating the cost of goods takes you longer. You may score under **10c**.

You will only score if for this activity 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. This can be for a number of reasons, such as being affected by poor concentration and memory or anxiety when trying to make decisions about money.

If your deafness affects your ability to make decisions about money you should tick the box **Yes** at **Question 12a** and complete the **Question 12 box**. If deafness is your only condition and this has not affected your ability to make decisions about money, you should tick **No** to **Question 12a**, leave the **Question 12 box** blank and move on to **Question 13**.

Mobility

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

Planning and following journeys	
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 app are not 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 devices are 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 cannot hear a sound from behind, like a person, vehicle or bike approaching.
- You're anxious about making journeys and 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 **Question 13a**, and complete **Question 13 box**. If you do not have difficulty planning or following journeys you should tick **No** to **Question 13a**, leave the **Question 13 box** blank and move on to **Question 14**.

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 do not have other physical conditions, you should tick **No** to **Question 14a** and move on to **Question 15**.

Descriptors and points: Moving around

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

Moving around	
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 that are not included in the form 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 do not 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 Helpline for advice about the evidence you intend to send, at ndcs.org.uk/helpline. 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 will not 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.