Child Disability Payment (CDP)

National Deaf Children's Society

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

Child Disability Payment (CDP) is the disability benefit for children in Scotland. CDP has 2 parts: part 1 registers the claim and part 2 is the questionnaire about a child's care and mobility needs. This is a step-by-step guide to filling in part 2 of the CDP claim form for a deaf child. CDP has replaced Disability Living Allowance (DLA) in Scotland. You should only apply for DLA for your child if you live in England, Wales or Northern Ireland. We have more information about DLA on our website at ndcs.org.uk/dla.

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

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

How to start your CDP claim: Part 1

Online: portal.socialsecurity.gov.scot/sgdashboard/startpage/register-or-sign-in
Phone: **0800 182 2222** (voice)
Video relay for British Sign Language (BSL) users: contactscotland-bsl.org/

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

Contents

Understanding Child Disability Payment (CDP)

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

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

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

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

Decision makers should consider case law when assessing a claim. Case law judgements are decisions made by social security Judges that interpret the legal tests. Some of the advice in this guide is based on DLA case law from England and Wales. Because CDP is a relatively new benefit, decision makers in Scotland may refer to England and Wales case law. They do not have to apply it but should consider it.

The disability tests

There are 2 parts to CDP, the care component and the mobility component. There are 5 disability tests for the care component that may be relevant to your deaf child.

Not all the mobility tests will be relevant to your deaf child. One of the mobility tests may be relevant if they are aged 5 or over. Another of the mobility tests may be relevant if they aged over 3 and have additional needs.

Qualifying period

Your child must satisfy the tests (have relevant needs) for a period of 13 weeks immediately prior to the date of your claim and be expected to continue to satisfy the tests for a further 26 weeks. This is called the ‘qualifying period’.

Claims can be submitted in advance of your child satisfying the tests. Any award will begin from the date the tests have been satisfied for 13 weeks.

If your child is about to turn 16
If your child is about to turn 16, you can still apply for CDP. The latest you can submit part 2 of your claim for CDP is the day before their 16th birthday.

Definitions of terms used in CDP

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

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

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

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

Require: reasonably require.

Care component

The care component of CDP is split into the lowest, middle and highest rates. These rates are determined by 5 disability tests.

Lowest rate care component

Your child will qualify for the **lowest rate** of the care component if they require from another person attention for a significant portion of the day whether for a single period or several periods. 'Significant portion of the day' can mean for around an hour in some cases.

There is an additional test for children aged 16 and over. They may qualify for the lowest rate care component if they are unable to prepare a cooked main meal. This test does not look at whether a child has experience of cooking, but whether they cannot complete the tasks involved in meal preparation because of their long-term health condition or disability.

Middle rate care component

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

During the day

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

OR

At night

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

Attention with bodily functions

One of the tests for the care component of CDP is how much attention a child needs because of their disability. A child will be entitled to the **middle rate** of the care component if they require *'frequent attention throughout the day in connection with their bodily functions'*. This is set out in The Disability Assistance for Children and Young People (Scotland) Regulations 2021 – Section 11 (DACYP (S) Regs .11(c)(i)).

This test is relevant to deaf children who may need frequent attention throughout the day to help them to communicate, for example help to listen and understand others or to make themselves understood.

Continual supervision

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

Continual supervision means frequent or regular, but not non-stop. Your child does not need to be supervised every single minute. This test is relevant to deaf babies and young children who need to be supervised because of the risk of substantial danger from swallowing all or part of a hearing device, which contains a battery. This includes potential risk to other children, who may pick up and swallow parts of hearing devices if they're removed or fall out.

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

Great Ormond Street Hospital also has information about button battery safety: media.gosh.nhs.uk/documents/Button_battery_safety_advice_Nov_2022.pdf.

Highest rate care component

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

Mobility component

Not all the mobility tests are relevant to deaf children. There are 3 tests that may be relevant to your child.

1. They are aged 5 or over and require more guidance and supervision outdoors.
2. They have additional needs due to a physical cause.
3. They are both deaf and blind.

Lower rate mobility component

The lower rate may be awarded if your child is **aged 5 or over** and they can walk but they require more supervision and guidance when outdoors than a hearing child of the same age.

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

- they cannot be warned or directed by voice from a distance
- they cannot hear sounds coming from behind them

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

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

Higher rate mobility component

The higher rate mobility component will only be awarded if your child is at least 3 years old and has a long-term health condition or disability, in addition to their deafness. This health condition or disability must mean they:

- are physically unable to walk, or
- are 'virtually unable to walk', or
- are deaf blind, or
- have a severe mental impairment

Unable to walk due to a physical disability

If your child has a physical disability and they are unable to walk at all, they may qualify for the higher rate mobility.

Being virtually unable to walk

The SSS decision maker must consider your child's physical condition as a whole.

If your child has a physical disability and their ability to walk outdoors is severely limited due to severe discomfort (e.g. pain or breathlessness), or the exertion of walking causes a serious risk to your child's health due to severe physical conditions they may qualify for the higher rate mobility.

Your child may also qualify as 'virtually unable to walk' if they have behavioural problems related to a physical condition, that means they cannot make progress on foot outdoors. For example, your child refuses to walk when outdoors because of a condition, such as Down's Syndrome or autism.

Severe mental impairment

If your child qualifies for the highest rate of the care component, they may also be able to qualify for the higher rate mobility component due to 'severe mental impairment' and 'severe behavioural difficulties'.

'Severe mental impairment' means severe learning disabilities. To qualify for higher rate mobility, children with severe learning disabilities must:

- be in a state of arrested development or incomplete physical development of the brain, resulting in severe impairment of intelligence and social functioning; **and**
- display extreme disruptive behaviour; **and**
- be so unpredictable they need to be constantly watched over when awake; **and**
- regularly need to be physically restrained to avoid injury to themselves or others or damage to property

Deaf blind

If your child is both deaf and blind, and the combination of these conditions means they cannot walk outdoors without assistance, they may qualify for higher rate mobility.

Severe visual disability

If your child has a 'severe visual disability', even with corrective lenses, they may qualify for higher rate mobility. They must be certified as severely sight impaired or blind by a consultant ophthalmologist or have a Certificate of Vision Impairment (CVI).

Supporting information

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

You should provide at least 1 piece of supporting information from a professional who can confirm your child's needs. This does not mean that your child must have a diagnosis.

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

Supporting information can be submitted online or by post to: Child Disability Payment, PO Box 27167, Glasgow, G4 7EA

They can take up to 2 weeks to return any documents you send them in the post as evidence. It is recommended that you keep the original documents and send in photocopies as supporting evidence.

You can also ask SSS to obtain supporting information from professionals for you.

Tips for filling in the form

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

- Make sure you explain all the help and supervision your child needs every day.
- SSS decision makers are not experts on deafness. Explain that hearing devices do not restore 'normal' hearing. Explain things like listening fatigue (tiredness caused by the extra effort deaf children put in to listen).
- Do not just say what help your child needs. Explain why they need it **because of their deafness** and what would happen if they did not get it. It can feel negative but it's important.
- Give details of when hearing devices, such as hearing aids or cochlear implants, are not useful – for example, when there is background noise, or they cannot be worn due to an ear infection.
- Only write about the help or supervision that your child needs now, and they are likely to continue to need. Potential future changes cannot be considered.
- Do not worry about repeating yourself; it's better than leaving something out.
- Send supporting information.
- Remember, the form is the same for every type of disability or condition, so not all the questions will apply to your child.
- If your child cannot do things that a child their age would normally be expected to do, give details on the form. If you know a hearing child of a similar age it may help to make a comparison.

Remember

You may do some things automatically. Think about all the things you do that you would not need to do if your child was hearing and include them.

Filling in the form

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

About the child
Pages 4 to 8

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

About you
Pages 9 to 14

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

Conditions and sensory issues
Pages 15 and 16

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

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

Hearing
Page 20

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

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

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

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

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

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

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

Page 21

This question asks you about things your child cannot hear, even if they are wearing any hearing devices they use, such as, hearing aids or cochlear implants.

Select all the options that apply to your child.

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

Page 21

In this box, explain your choices in the previous question. For example, your child may be able to hear a normal voice in a quiet room but has difficulty hearing a voice in other situations where there are background sounds.

If your child uses hearing devices, list them here. Explain that hearing devices can amplify all sounds, including background sounds. You should write about what hearing devices cannot do, the problems they may cause and the work you do to manage it.

There is not much space for all the relevant information here, but do not worry. You can continue your answer on an extra piece of paper clearly marked "Difficulties hearing". Below are some examples of things you can include in this box.

Help your child needs

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

If your child's hearing levels fluctuate due to a condition such as glue ear, you can explain about that here. Explain how much help your child needs when their hearing is worse and when it's better. Try to estimate how many days in a normal week or month their hearing is worse or better. It can be useful to keep 2 diaries covering times when their hearing is better and worse.

Hearing devices do not give deaf children 'normal' hearing

If your child uses hearing devices, explain that:

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

Managing hearing devices

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

Help you give may include:

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

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

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

Page 22

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

Speaking

What difficulties does the child have speaking?

Page 22

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

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

Page 23

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

Say if your child:

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

There is not much space for all the relevant information here, but do not worry. You can continue your answer on an extra piece of paper clearly marked "Help needed due to difficulties speaking".

Communicating

Page 24

How does the child communicate?

This question is about non-verbal communication and asks you how your child communicates. This includes writing, BSL, lip-reading, Sign Supported English (SSE), Makaton, Signalong and more.

Select all the options that apply to your child.

What difficulties does the child have communicating?

Page 25

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

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

Page 25

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

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

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

Lip-reading

It can be difficult for children to lip-read. Explain if your child:

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

Communication support

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

Think about all the daily interactions you have with your child:

- getting up in the morning
- getting dressed
- calling for meals
- supporting your child with their behaviour
- conversations at home
- doing homework
- helping your child understand other people
- helping your child join in and play with other children

Think about the help you give your child to communicate with someone who does not understand their needs.

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

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

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

Explain if other children do not realise your child is deaf or do not understand their communication needs. Give details if you need to make extra effort to help other children communicate with your child.

There is not much space for all the relevant information here, but do not worry. You can continue your answer on an extra piece of paper clearly marked “Help needed due to difficulties communicating”.

Other sensory issues
Page 26

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

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

Daily living

Help and support during the day

What help or support does the child need going to or using the toilet during the day?
Page 28

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

Select all the options that apply to your child.

Tell us about the help the child needs going to or using the toilet during the day. You should include how often they need help and how long it can take.
In this box, explain your choices in the previous question. If, for example, your child only uses speech, it may take longer to toilet train them. They may not pick up verbal messages or the language to cope with toilet training and need help for longer than a hearing child.

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

What help or support does the child need washing during the day?
Page 29

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

Tell us about the help they need washing during the day. You should include how often they need help and how long it can take.
If your child is at an age where you help them wash, explain if your child needs extra attention when bathing because their hearing devices must be taken off, making communication more difficult. Say if this means that you spend more time washing and bathing them than with a hearing child.

Explain if it's difficult to communicate with your child and wash them at the same time. If, for example, your child uses sign language, explain if it's difficult to sign and hold them in the bath at the same time.

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

What help or support does the child need dressing or undressing during the day?
Page 30

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

Select all the options that apply to your child.

Tell us about the help they need dressing or undressing during the day. You should include how often they need help and how long it can take.
All young children require assistance to dress and undress. If you are teaching your older child to dress themselves and this takes longer because of their communication needs, you can write about it here.

What help or support does the child need to eat or drink during the day?
Page 31

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

Select all the options that apply to your child.

Tell us about the help they need eating or drinking during the day. You should include how often they need help and how long it can take.
If, for example, your child requires prompting or encouragement to eat due to tiredness from the extra effort of listening and communicating throughout the day you can write about it here.

What help or support does the child need getting into and out of bed?
Page 32

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

Tell us about the help they need getting into or out of bed. You should include how often they need help and how long it can take.
If your child needs extra help to get into bed, settle or get up, include estimates of how often and for how long they need help. Explain the extra help you must give them and why you give it.

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

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

If you do settle your child by reading stories you should explain if this takes longer if you're signing to them.

Activities and school

Page 33

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

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

At home

Give details of any other extra help you give your child at home that you have not already mentioned.

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

When they go out

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

- Visiting friends or family
- Visiting places of worship
- Brownies or Cubs
- Swimming
- Football
- Youth clubs
- Going to the cinema
- Shopping

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

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

Does the child need any help or support at nursery or school?
Page 34

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

Tell us more about the help or support they need at nursery or school.
It's very important to give details of any extra help, attention or supervision that your child may need at school or nursery.

Give details of:

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

If your child has additional support needs (ASN) and they have a document which shows the type of support they need, receive, and how often, you can include this, but you should check these documents carefully. If you think that your child's need for help or support is not described properly or your child's needs are not being met at school, you should explain why. If you disagree with something in a school report, you should say why.

If your child is not getting any additional support, write down what you think they need. For more information about the additional support available for deaf children in education, visit ndcs.org.uk/additional-support-scotland.

Explain if your child:

- uses a radio aid or other equipment that the teacher or other staff help them with
- has an interpreter
- gets help from a classroom assistant in lessons
- needs staff to step in to repeat and explain what has been said
- cannot see the teacher when watching a screen in a dark room, so cannot follow what's being said unless an adult helps them
- needs teachers to face them while speaking and for the teacher to check that they have understood
- needs extra lessons in English or maths
- has difficulty listening in the classroom due to background noise, including other children talking or sounds from equipment, and needs an adult to intervene
- needs support from an adult to communicate outside the classroom, for example at breaktime and lunch time when there is more background noise

Help and support at night

What does the child need help or support with at night?
Page 35
This question is about the help or support your child may need at night. Select all the options that apply to your child.

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

Tell us more about the nature of the help and support the child needs. It is important to explain how often this help is required at night.
Page 36

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

For more information about how deafness may affect sleep, visit ndcs.org.uk/sleep.

Keeping safe and development needs

Page 37

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

Tell us about the supervision they need during the day. You should include how often they need supervision and how long it can take.
Your child should not need to be supervised constantly to qualify for CDP. If you're claiming for a baby or a young child who uses hearing devices, read about the middle rate care component on page 5.

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

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

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

Page 38

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

Tell us about the help or support they need with their development. You should include how often they need help and how long it can take.
Deaf children have less opportunity to absorb and learn language than a hearing child would. They do not hear as much of the sounds going on around them, such as people speaking or the television. It's important you write on the form details of all the extra time and effort you give to your child to help them learn language.

Say if:

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

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

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

Moving around indoors

Page 39

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

What help or support does the child need moving around indoors during the day?
Select all the options that apply to your child.

Tell us about any help or support they need moving around inside during the day. You should include how often they need help and how long it can take.
Explain if your child cannot hear you if you call them from another room and what you do to get their attention.

Falling
Page 40

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

If yes, how does falling affect them?
Select all the options that apply to your child.

Tell us about any help or support the child needs when they fall. You should include how often they need help and how long it can take.
Page 41

Include examples of when your child has fallen, the help and support they have required after, how often they fall and how long it can take. Explain why your child's falls are caused by their deafness.

Fits, seizures or blackouts
Page 41

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

Select all the options that apply to your child and add additional information in the box on page 42 of the form.

How long has the child needed the help and support they currently get?
Page 42

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

If, for example, your child was given hearing aids when they were 3 months old and has needed extra help and supervision because of this, you may be entitled to CDP when they've been wearing hearing aids for another 3 months and are 6 months old.

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

Moving around outdoors

Page 43

This section is about the support your child needs to move safely around outdoors. This includes physical problems with walking, a 'severe mental impairment', being deaf blind or being 'virtually unable to walk' because of behavioural problems related to a physical condition, that means they cannot make progress on foot outdoors. For example, a physical disability like cerebral palsy, behaviours that put them at risk due to Down's syndrome or autism, or the need to be supervised for safety because of their deafness.

If your child is able to walk and does not have a disability or long-term health condition, in addition to their deafness, they will not be eligible for the mobility component until the age of 5. From age 5, your child may qualify for the lower rate of the mobility component if they need more guidance and supervision outdoors than a hearing child, due to their deafness.

If your child has a physical condition or 'severe mental impairment' that puts them at risk, they may qualify for the highest rate of the mobility component from age 3. The mobility component can be claimed up to 13 weeks before they turn 3 or 5. However, payment will not be made until the child reaches the required age.

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

Select the option that applies to your child.

What issues does the child have moving around safely outdoors?

Page 44

Select all the options that apply to your child.

How does the child walk?

Page 44 to 45

Select all the options that apply to your child and explain how your child moves around outdoors in the box on page 45.

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

Page 46

Select the option that applies to your child.

Tell us about the guidance or supervision the child needs when moving around outdoors.
Write about your child's need for guidance and supervision when outdoors. Explain why they require more guidance and supervision than a hearing child. Explain if:

- they cannot be warned or directed by voice from a distance
- you always need to have your child near enough to be able to make physical contact with them to move them out of the way of hazards, such as cyclists or runners approaching from behind
- you need to stop them to give them instructions face-to-face because they lip-read or use sign language

If the support they need can vary at different times, explain why.

What issues does the child have when moving around outdoors?
Page 47

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

Select all the options that apply to your child.

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

Issues moving around outdoors because of deafness may include:

- they're anxious when outdoors because of their deafness
- your child finds it difficult to tell what sounds are because their hearing devices amplify every sound, not just the ones they need to hear like speech
- they find it hard to judge the speed, distance and direction of traffic because their hearing devices amplify all sounds
- wind and rain can affect how well hearing devices work

This test is about your child's ability to walk on **unfamiliar routes only**. Your child's ability to walk on familiar routes is disregarded. If your child cannot hear sounds from behind them or cannot be warned or directed by voice from a distance, they should qualify for the lower rate of the mobility component from age 5.

If there have been any accidents, near misses or incidents when outside, make sure you include these.

How might the child react when moving around outdoors?
Page 48

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

Tell us about how the child reacts when moving around outdoors.
If you have ticked any of the boxes above, explain why you. Add any other reactions they have or behaviours they exhibit when moving around outdoors. Include any help or support they need and how often this is needed.

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

How is the child's health and wellbeing affected when they're moving around outside or after they have been moving around?
Page 49

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

If your deaf child's health and wellbeing is not affected when they're moving around outside or after they have been moving around, tick 'No effect' and leave the text box below blank.

Tell us about how the child's health and wellbeing is affected when they're moving around outside or after they have been moving around.
Page 50

If you have ticked any of the boxes in the question above, other than 'No effect', explain why you have ticked them because of your child's deafness or other conditions. Include if they're affected in a way that's not described in the previous question.

Include how seriously they can be affected and how often it can happen.

How long has the child had their current issues moving around outdoors?
Page 50

This question is about how long your deaf child has had their current issues moving around outdoors. Select the option closest to your child's experience.

Treatments and therapies

Tell us about any treatments or therapies the child gets.
Page 51 to 52

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

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

Tell us about any support they need with treatments or therapies.
Page 52

This is an opportunity to explain the support your deaf child needs with the treatments or therapies they get because of their deafness.

Explain if your child receives help from a professional. Give details of any therapy your child receives, for example:

- speech and language therapy
- music therapy
- play therapy
- help with learning to lip-read or to sign
- help from a ToD

If any tests have been carried out by professionals, it's helpful to send copies of the results if they provide evidence of any language delay.

Give details of any exercises that you have been advised to do with your deaf child to help or support their development, such as speech or signing practice.

Equipment or changes made at home

Tell us about any equipment the child uses or any changes made to their home.
Page 53 to 54

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

Equipment that may be relevant to your deaf child includes:

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

Changes made to your home for your deaf child may include flashing fire alarms.

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

Medication

Page 55 to 56

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

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

Tell us about any support the child needs to take their medication.
Give information about the medicines your child takes and the help and support that they need to take them.

Supporting information

Page 57 to 61

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

It's important to include supporting evidence but make sure it does not contradict what you've said on the form. You should check that the responses you receive support what you have said in the form. Make sure all supporting evidence and extra pages are labelled. Keep a copy of your filled in form and make sure all supporting evidence you send SSS is a photocopy – they cannot return documents.

If you have any letters or reports that explain your deaf child's audiogram, their deafness or any extra support they get, list them here and include a copy. This could be from an audiologist, ToD, speech and language therapist or the person responsible for additional support for learning at your child's childcare or education setting.

For a description of what the different levels of deafness mean, visit ndcs.org.uk/deafness-levels.

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

Do not forget the other types of supporting information:

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

If we need to contact someone else for supporting information
Include the details of someone who knows how deafness affects your child, such as their audiologist, ToD, speech and language therapist or another medical professional.

You must provide a document from a professional that confirms your child's conditions, disability or needs. It does not need to include a diagnosis.

Contacts from the child's wider support network
You can also ask someone who has a good understanding of your child's deafness, such as a family member or friend.

Declaration

Page 68

You must sign and date the form here.

More information

You can use this space for any other information you may want to tell us about.
Page 70 to 71

These are pages that you can use to explain the help your child needs because the rest of the form does not have enough space. You can also include anything on this page that you have not been able to put anywhere else on the form, such as:

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