

Disability Living Allowance: A guide to filling in the claim form for deaf children over three years old

We use the term 'deaf' to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear. We use the term 'parent' to refer to all parents and carers of children.

Introduction

This is a step-by-step guide to help you fill in the Disability Living Allowance (DLA) claim form for your deaf child (over 3 years old).

We've only provided guidance on the sections of the form that are most relevant to deaf children, but if any of the other sections do apply to your child – make sure you fill those in as well.

This factsheet supports but doesn't replace the Department for Work and Pensions (DWP) guidance notes sent with the form.

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

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Still unsure if you should claim DLA?

Your child doesn't have to have all the needs listed in this factsheet or on the claim form in order to qualify for DLA.

If you're not sure if your child is eligible, for example if they:

- lip-read very well
- use British Sign Language (BSL)
- go to a residential school
- you can find more information on our website, www.ndcs.org.uk/dla or by contacting our Freephone Helpline.

Tips for claiming DLA

- Compare your child's care and supervision needs to those of another child of the same age who isn't deaf. You need to show that your child's needs are greater than theirs.
- Make sure you explain all the help and supervision your child needs on a daily basis. Never assume a DWP decision maker will 'fill in the gaps'. You need to explain everything fully for each section even if it feels like you're repeating yourself.
- Remember that decision makers aren't experts on deafness. For example, you should explain things like listening fatigue (tiredness caused by the extra effort deaf children have to make to process the sounds around them) or that hearing technology doesn't mean your child can hear 'normally'.
- Don't just say what help your child needs – explain why they need this help and what would happen if they didn't get it.
- Only give information for the questions that are relevant to your child but repeat relevant information wherever it applies, even though this feels very repetitive.
- Give details of when equipment such as hearing aids isn't useful, e.g. where there's a lot of background noise, or when they can't be worn due to damage or an ear infection or when the child could put the hearing aid in their mouth (for example, in the car).
- Only write about help or supervision that your child needs now – the DWP can't look at help your child may need in the future.
- Send in supporting evidence.
- Keep a copy of the form and any supporting evidence you send.
- Make sure any supporting evidence or extra pages are clearly labelled with your child's name, date of birth and National Insurance number.
- If you're returning the form in the post, take it to the Post Office and get proof of postage.

Advice from parents

Filling in a DLA form can be hard work because you have to give details of all the things your child can't do, or finds difficult. So we've collected some encouragement and advice from parents who've already claimed DLA to help you get through it.

"Have photos of lovely times with your child to make you smile to balance out the hideous DLA form." Lisa, Wiltshire

"Set aside some quiet time and allow yourself to feel emotional if you need to... we spend 364 days of the year being very positive about our children. This form asks us to consider the areas where there are difficulties which may feel painful but it is vital you cover all the areas where your child experiences difficulty and needs extra support." Rachel, Hampshire

"Be honest about your child's needs no matter how big or small... at the end of it pour yourself a big glass of something strong and breathe a sigh of relief." Natalie, Lincolnshire

"Allow yourself plenty of time and maybe attempt it in sections, it can be very tedious!" Katy, Staffordshire

"It can feel like an uphill battle and it can make you feel down as you realise how different your child sounds on paper but just keep in mind, once it's filled in and sent off you just need to forget about it and carry on being brilliant as usual." Su, Yorkshire

How to get a claim form

If you live in England, Scotland or Wales contact the Disability Living Allowance Helpline

Phone: **0345 712 3456** (voice)

Phone: **0345 722 4433** (text)

Claim online or download the claim form from

www.gov.uk/government/publications/disability-living-allowance-for-children-claim-form.

If you live in Northern Ireland contact the Benefit Enquiry Line

Phone: **0800 220 674** (voice)

Phone: **028 9031 1092** (text)

Download the form from www.nidirect.gov.uk/publications/disability-living-allowance-dla-child-claim-form-and-guidance-notes-dla-1a.

A bonus six weeks if you get a claim form by phone

If you phone for the claim form, there will be two dates stamped on it. The first is the date you requested the form and the second, six weeks later, is the date you have to return the completed form. If you return the form by the second date, any DLA your child is awarded will start from the first date.

If you claim online any DLA your child is awarded will only start from the date you submit the claim form, and if you download a PDF the DLA will only start from the date the DWP receives the completed claim form.

What if I need help filling in the claim form?

The DWP provides a home visiting service to help with form-filling. If you want to be referred to this service please contact our Freephone Helpline.

Attention and supervision

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

Attention refers to practical help that you give to your child. For example, help with fitting, removing and maintaining hearing aids and cochlear implant processors, and help with communication and language development.

Supervision refers to watching over your child to avoid substantial danger to them or another person. For example making sure your child is safe when crossing the road.

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

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

Noting down how long it takes to provide extra care

Throughout this form you're asked to write down how often you help your child and how many minutes this takes each time. It's important to say how often each day you help your child, if you can. If you can't say how long it takes because the time varies or it's difficult to measure, leave the minutes box blank and explain this in the box underneath.

Filling in the form: About the child

14. In the last 12 months, has the child seen anyone apart from their GP about their illnesses or disabilities?

It's very helpful to give details of professionals who know about how your child's deafness or other disabilities affect their day to day life. You could include your child's Teacher of the Deaf, audiologist, speech and language therapist and any other professionals they see. Use the extra information box at the end of the form or attach some extra sheets if you need to.

20. Statement from someone who knows the child

Ask someone who knows how deafness affects your child to fill in this statement. This could be a Teacher of the Deaf, a medical professional (as long as they're aware of how deafness affects your child in their daily life), a friend with a child of the same age, a grandparent, etc.

Ask them to describe the extra help your child needs compared with hearing children of the same age. Show them this guide or our website (www.ndcs.org.uk/dla) if it helps. Make sure that you ask someone who knows how your child's deafness affects their daily life and about all the extra help they need.

You could also get a more detailed letter of support (this could be from the same person or someone different) outlining the support and assistance your child needs.

For more information on supporting letters, including guidance for audiologists and teachers on how to write an effective supporting letter, go to www.ndcs.org.uk/dla.

Filling in the form: About the child's illnesses or disabilities

22. List the child's illnesses or disabilities in the table below.

In the boxes, write details of your child's deafness and any other disabilities or medical conditions they may have.

23. Does the child use, or have they been assessed for, any aids or adaptations?

Explain that no hearing technology gives a deaf child 'normal' hearing

If your child uses hearing aids or cochlear implants, explain that these technologies don't replace normal hearing. Explain that hearing technology can make it harder to hear in noisy situations because they magnify background sounds, which can mask the sounds your child needs to hear. Give details of times when your child struggles to hear even when wearing their hearing technology. If there are periods when your child can't wear their hearing technology for example because of an ear infection, mention how long this applies for here.

Managing hearing technology

Explain the extra time and effort it takes to help your child manage their hearing technology. Say how long it takes each time and how many times a day you have to do it. Help you give may include the following (depending on the age of your child).

Fitting and removing hearing aids or cochlear implant processors (include a full explanation of what this involves).

- Cleaning and drying hearing aids and checking they're working, including removing moisture.
- Checking and changing the batteries.
- Clearing wax and replacing cracked tubing.
- Tending to your child's ears if they become chapped or sore.
- Stopping your child fiddling with the hearing aids or cochlear implant processors and taking them out.

Explain the isolation and difficulties your child may experience when their aids or implants stop working and the stress caused by them being set up wrongly.

Also mention any help your child needs with other equipment, such as textphones, flashing or vibrating alarms, radio aids, etc.

There won't be room for all the relevant information in this section, so continue it in the extra information box at the end of the form or attach extra pages.

24. When the child needs help

If your child's needs change, for example because their hearing levels fluctuate due to a condition such as glue ear, it's useful to keep a diary covering times when their hearing is better and worse. Explain on the form how much help your child needs when their hearing is worse, how much time when their hearing is better, and explain as far as you can how many days in the week or the month their hearing is worse or better.

If there isn't time to keep a diary because the form is due back, explain the situation as well as you can. It's still worth keeping a diary once you've returned the form as you can still send it to the DWP as further supporting evidence, or use it in case you have to challenge the decision.

Filling in the form: Mobility

Questions 25–31

These questions are about the physical difficulties a child has walking. To be eligible your child will need to meet one or more of the following criteria.

- Has a physical disability that means they can't walk or can hardly walk at all.
- Doesn't have feet.
- Is blind or severely visually impaired.
- Is blind and deaf.
- Has severe learning difficulties, severe behavioural problems and needs a lot of attention and supervision in the day and the night.

Questions 32–35

These questions are only for children aged five and over.

These questions are only about walking. Don't write about problems your child may have using public transport – you can put this in the extra information box at the end of the form.

32. Do they need guidance or supervision most of the time when they walk outdoors?

This question has tick box answers you can explain in more detail in boxes 34 and 35.

33. Do they fall due to their disability?

This question has tick box answers you can explain in more detail in boxes 34 and 35.

34. If you want to tell us why you have ticked the boxes, how their needs vary or anything else you think we should know use the box below.

35. Extra information about mobility

The examples below are to help fill in boxes 34 and 35 by explaining your tick box answers. The examples aren't exhaustive and not all of them will apply to your child.

Important – if your child needs far more supervision than a hearing child of a similar age, explain this in detail. Try to compare the amount of supervision or guidance your child needs outdoors with the needs of hearing children the same age.

Explain if your child can walk but can't get about on unfamiliar routes without someone with them. Explain what help your child needs out of doors – give as much information as possible. Younger children wouldn't go on unfamiliar routes on their own, so explain about extra help they need on familiar routes.

Explain any difficulties your child has wearing hearing aids or cochlear implants outdoors. The sound picked up may be distorted. Hearing technology can amplify every sound – not just the ones the child needs to hear, such as speech and traffic. This can be confusing and frightening for a child. It can be difficult to judge the speed and direction of traffic from sound picked up through hearing technology, and supervision or guidance may be needed. Ask your audiologist or Teacher of the Deaf if they can write something explaining your child's difficulties out of doors.

Say if your child can't cross roads safely, and explain why.

Explain any problems your child may have if they got lost. Say if they couldn't communicate with strangers because their lip patterns were unfamiliar, or if they wouldn't hear you shouting for them.

Say if you always need to have your child near enough to be able to make physical contact with them because they wouldn't hear a warning shout.

Say if your child can't hear danger coming from behind. Explain that this is dangerous for two reasons.

1. Your child may not be able to hear the sounds or tell where they're coming from. This means that they may be more at risk of an accident, for example from cyclists on pavements, roller skaters, skateboarders and runners.
2. A person approaching from behind may think that they're steering well clear of your child, but will be unaware that your child can't hear and could step into their path at any moment.

Say if your child would be unaware of traffic from below a rise/dip in the road or from around a corner.

If your child has problems with their balance, give details.

Explain what might happen if your child wandered off without hearing calls from other people.

If your child needs face to face contact when communicating, for example to follow signing or lip-read, explain the potential dangers of this, such as:

- not being aware of trip hazards or other people on the pavement
- crossing the road when it's not safe as they aren't focusing on their surroundings.

36. When did the child's mobility needs you have told us about start?

Your child needs to have had extra mobility needs because of their disability for three months before you can apply for DLA. This is called the qualifying period.

Filling in the form: Care

37. Do they need encouragement, prompting or physical help to get into or out of or settle in bed during the day?

If you have to give extra attention to wake your child in the morning because they don't get woken by the sounds around them, explain the extra help you have to give them and why you have to give it.

If your child needs extra help to settle at night because of their deafness, explain what you need to do and why you need to do it. Explain if this is extra to the attention given to a hearing child.

Explain if you have to take their hearing technology off and if they feel scared or isolated because they don't have their technology to help them pick up household sounds. Say if you have to spend a long time settling, reassuring and resettling them, or if you have to sit in the room with your child so that they can see you until they fall asleep. Explain if your child can't hear you call to them from another room.

Many children like a bedtime story to help them settle. Say if this takes a lot longer than with a hearing child, as you need to help them understand the story, either by using sign language or other methods, and if you need to repeat what you're reading because your child hasn't heard or understood.

38. Do they need encouragement, prompting or physical help to go to or use the toilet during the day?

It may take a long time to toilet train your child. They may not pick up verbal messages and may not have the language to cope with toilet training. This means they may need help for a lot longer than a hearing child.

40. Do they need encouragement, prompting or physical help to wash, bath, shower and check their appearance during the day?

Explain that your child's hearing aids/cochlear implant processors have to be taken off when they wash, and explain the extra help you have to give with communication when your child isn't wearing their hearing technology. If your child is still at an age where you have to help them wash, explain if it's difficult to sign and wash your child at the same time.

Say if you're spending a lot of extra time with young children explaining the names of things in the bathroom. As they get older, say if you're spending extra time explaining about the concept of personal hygiene because they won't pick this up by overhearing incidental conversation.

41. Do they need encouragement, prompting or physical help to dress and undress during the day?

Explain if there are extra things you have to do when your child gets dressed. Say if it's harder to communicate if your child shuts their eyes when dressing or if clothes rub on the hearing aids, making extra sound. Say if a younger child needs help putting hearing aids or implants back on after pulling clothes over their head.

42. Do they need encouragement, prompting or physical help to eat and drink during the day?

Communication may be difficult at mealtimes. Explain that people's lip patterns can be distorted when eating. Explain if your child may need someone to indicate who's talking when more than one person is talking. Explain if you need more time to allow your child to follow the conversation. Explain if you have to stop eating and put down your knife and fork to communicate so your child can see your lip patterns or so you can sign. Explain any extra effort you make so that your child feels part of the family at mealtimes and to help develop their language and social skills.

43. Do they need encouragement, prompting or physical help to take medicine or have therapy during the day?

Give information about any medicines your child has to take and any help they need to take them. For example, they may need eardrops to soften the wax in their ears or require medication for ear infections.

Give details of therapy your child receives from a professional or from the family. This could include speech and language therapy, help learning to lip-read or help from a Teacher of the Deaf. Explain the help your child gets from the professional and give details of any exercises you have to do with your child. Explain if your child has a language delay. If any tests have been carried out by professionals it's helpful to send copies of the results if they provide evidence of a language delay.

Filling in the form: Difficulty hearing, speaking or communicating

45. Do they have difficulty hearing?

46. Do they have difficulty speaking?

47. Do they have difficulty and need help communicating?

The decision maker at the DWP may not know a lot about the needs of deaf children. Give as much information as you can when answering these questions to help the decision maker understand the needs of your child. You need to explain the extra attention that your child needs to help them communicate.

Take time to answer the questions and fill in the extra information boxes as well as the tick boxes. The extra information boxes are very small and as these questions are some of the most important on the form for deaf children, use the extra information box at the end of the form or attach extra pages if you need to.

How long does it take to help your child communicate?

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 all the way through the day, just put "frequently throughout the day" in answer to this question. You don't have to measure the minutes it takes to help your child with communication each time because this will vary.

If you only have to help your child with communication at certain times, for example if your child needs extra help when it's noisy but can manage when it's quiet, try to give a bit more information about this. For example keep a diary of the sorts of situations your child needs help communicating in, how often this happens and how long it takes to give your child the extra help they need.

Important – try to say how often your child needs help with communication during the day, both at home and at school. A diary of their day may give you a way of working out the help that they need.

For an example diary to support a DLA claim go to www.ndcs.org.uk/dla.

45. Do they have difficulty hearing?

Explain if it's difficult for them to hear when there are other sounds in the background.

Explain if it's difficult for them to follow conversation in a group.

Say if your child has difficulty if more than one person speaks at once.

Say if you have to attract your child's attention before you speak to them and say what you have to do. Explain if your child needs to know what the conversation is about before they can begin to understand.

Say if the person speaking to your child needs to make sure they're in good light, face to face, near to your child, and if they need to use signs or gestures for your child to understand them.

Say if you have to repeat, explain or say things a different way for your child because they don't understand the first time. Try to say how often this happens and how much longer it takes than speaking to a hearing child the same age.

Explain any difficulties your child has with lip-reading. Explain that different words may have similar lip patterns and that different speakers may have different lip patterns for the same words, especially if they have a different accent. Explain any difficulties your child has if the speaker turns away or covers their mouth or has a different accent. Say if your child finds it harder to lip-read strangers.

Say if your child only hears what they're told directly, face to face, so they miss out on all the information hearing children hear going on around them all the time.

Say if your child finds it easier to understand you or someone familiar to them, so they need the familiar person to repeat what someone else is saying.

Say if your child can't hear tannoy announcements etc. so needs someone to repeat them.

46. Do they have difficulty speaking?

Say if your child doesn't use speech. Explain what happens when your child wants to communicate and give details of any help you need to give them.

Say if your child's speech is difficult for other people to understand. Give details of any help you need to give, such as speaking for your child or explaining what they've said to another person.

Say if your child becomes frustrated with the effort required to speak to other people. Explain if you need to calm them and reassure them when they're frustrated.

Say if your child needs encouragement to, or refuses to, speak.

47. Do they have difficulty and need help communicating?

If your child mainly communicates through sign language, say if they need someone to interpret for them when communicating with people who don't use sign language. Include times when your child needs an interpreter but there isn't one available.

Say if your first language at home isn't sign language, so you have to make extra effort to communicate with your child.

If your child communicates through speech, give details of help they need. Explain if certain situations, such as noisy environments, are difficult for them.

Explain any extra attention that your child needs to help them communicate with others. Explain if other children don't realise your child is deaf or don't understand their communication needs. Give details if you need to make extra effort to help other children communicate with your child.

Try to give as much information as you can about all the situations where your child needs help to communicate. It's helpful to keep a diary to show this – for an example diary to support a DLA claim, go to www.ndcs.org.uk/dla.

49. Do they need to be supervised during the day to keep safe?

If your child has a cochlear implant, explain about any special precautions you need to take, e.g. protecting against static electricity and rough play that might damage the implant.

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.

Say if your child may not hear shouted warnings or emergency alarms.

Say if your child may get frustrated and upset because of their difficulties with communication. Explain any encouragement or support you have to give them because of this. If your child displays difficult behaviour, explain what extra attention you have to give to manage your child's behaviour.

50. Do they need extra help with their development?

Explain if your child has a developmental delay because they have to rely on others to teach them language and concepts and can't pick these up from incidental sounds.

Explain if your child can't absorb and learn language as a hearing child would do from sounds going on around them, such as people speaking or the television. Explain if your child needs extra attention to help them learn language that a hearing child wouldn't need.

If your child uses BSL or another type of signed communication, explain about the extra attention that your child needs to learn the language. Include any support or teaching that your child gets from support workers, such as a Teacher of the Deaf, and all the extra help you have to give at home to help them learn sign language.

If your child uses speech, explain the extra attention that your child needs. Explain if you have to teach your child every word individually face to face over and over again because, unlike a hearing child who'll hear common words used repeatedly in conversations around them, your child only hears repeated words if someone makes the effort to repeat them directly face to face.

Explain if you have to teach your child how to listen and make sense of sounds. Explain if you have to make an extra effort to teach your child to make the sounds of words.

Say if your child has speech and language therapy. Give details if the speech and language therapist or Teacher of the Deaf has given you any exercises to do with your child.

Give details of all the extra effort and time you have to give to help your child learn language that you wouldn't have to give if your child was hearing.

Explain if your child gets tired and closes their eyes so they can't see what you're saying, or turns away. Explain if your child gets frustrated if they can't understand or can't make themselves understood. Explain about any encouragement you have to give your child to communicate if they're tired or frustrated.

51. Do they need encouragement, prompting or physical help at school or nursery?

It's very important to give details of any help or support your child needs at school or nursery. If your child has a statement of special educational needs (England, Wales, Northern Ireland), Education, Health and Care (EHC) plan (England) or coordinated support plan (CSP) (Scotland) that shows the type of support they get, and how often, then include this information. If your child isn't getting any support, write down the support that you think they need.

Explain if they can't watch the teacher and take notes at the same time, and if they have a notetaker because of this. Or if when watching a screen in a darkened room, they can't see the teacher so can't follow what's being said. Include things like the need to sit where they can clearly see the teacher, use of radio aids or other equipment, an interpreter or notetaker in lessons, or extra lessons in English or maths.

For deaf young people, write about the extra help they may need with personal and social education. Say if they don't pick up information about sex, drugs, etc. from overhearing conversations as hearing children will.

52. Do they need encouragement, prompting or physical help to take part in hobbies, interests, social or religious activities?

There are two boxes both asking the same question about at home and going out.

At home

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

- watching TV – your child may need to have programmes explained to them
- extra support to understand stories and non-fiction books
- building understanding of the rules of games may take much longer and require extra support.

When they go out

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

For example:

- visiting friends or family
- Brownies, Cubs etc.
- swimming
- football
- youth clubs
- going to the dentist or doctor
- cinema
- shopping.

Refer back to the information that you gave about your child's need for help with communication. Explain again how it relates to these particular activities. Include anything you have to do with hearing aids, cochlear implants, radio aids and any other equipment they may need when they're out.

53. Do they wake and need help at night or need someone to be awake to watch over them at night?

For DLA, the night starts when the last person in the household goes to bed and finishes when the household normally gets up. If you have to get up earlier than you normally would to help your child, that help may count as night-time care or supervision.

Say if your child wakes up during the night frightened by nightmares, made worse by the darkness and their lack of access to sound. Explain what you have to do, how frequently and how long it takes. If your child wears hearing aids or a cochlear implant, explain if communication at night is more difficult because they aren't wearing their hearing technology.

Say if your child is wakeful at night because they're scared or feel isolated. Say if they can't hear the sounds of other people in the house and they need you to reassure them. Explain if this means that you have to get up and go into the same room as they're in to comfort them. Say if you have to turn the light on, put their aids or implants in and try to get explanations from your child. Say if it takes longer to settle your child back to sleep because you have to put the light on so they can see your lip patterns.

54. Extra information about care

Include anything else on this page that you haven't been able to put anywhere else on the form. You can also use this section to continue from other pages where there wasn't enough space.

Here are some examples of extra information you might want to include.

Explain if your child has difficulty making sense of the world, either because they don't hear conversations going on around them or because of 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.

Explain if your child finds it difficult to follow instructions because of language delay.

Explain if your child needs extra attention with educational materials such as computer games, DVDs or online videos that use spoken instructions, for example needing someone to explain what's being said.

Explain if instructions can't be given from across the room and if the person giving the instructions needs to be near your child to get their attention and so that your child can see them clearly.

Give details about games that you play to help your child develop their language and social skills. Explain if these games take much longer to play with a deaf child than with a hearing child. Explain if there are toys or games that your child needs extra help with because they involve sounds that your child can't hear.

55. When did the child's care needs that you have told us about start?

Your child needs to have had extra needs because of their disability for three months before you can apply for DLA. This is called the qualifying period. For example, if your child was given hearing aids at the age of three months and has needed extra help and supervision because of this, you may be entitled to DLA when your child has been wearing the hearing aids for three months, i.e. by the age of six months.

Filling in the form: About you

Questions 56–69

Complete **your** details here.

Extra information

Use this box to explain any difficulties your child has using public transport, and the help they need to travel safely. For example not hearing tannoy announcements of platform changes, not being able to communicate if something went wrong on their journey, problems buying tickets on trains and buses.

71. Declaration

The person claiming for the child must sign and date here.

Supporting evidence

It's important to send in as much supporting evidence as possible.

- If your child has a cochlear implant, or is going through the implant assessment process, ask your implant centre for a supporting letter that explains everything that your child needs due to their implant and include it with your evidence. Ask the implant centre to explain the difference between the sound your child receives through the implant and normal sound. Ask the implant centre to explain the process of teaching your child to interpret the sounds they receive and to say how long it will take and how much extra help you and the professionals will need to give your child.
- It's helpful if you can get the audiologist to write a letter explaining about your child's hearing loss. If your child wears hearing aids or cochlear implants, ask the audiologist to explain that they don't restore normal hearing and that there are situations where your child won't get much benefit from them. Ask them to explain how your child's deafness means that they can be in much more danger than another child of the same age when outside, for example lack of road safety awareness.
- Don't forget the other types of supporting evidence suggested in this factsheet:
 - > a supporting letter from someone who knows how your child's deafness affects their daily life
 - > a diary showing exactly what assistance and supervision you provide and when on a typical day, that a hearing child of the same age wouldn't need
 - > a diary covering a week or month showing how many days your child's hearing was better or worse (if your child's needs fluctuate)
 - > results of any tests that prove your child has a language delay
 - > copies of your child's statement of special educational needs, Education, Health and Care (EHC) plan, or Individual Education Plan (IEP) if it shows the type of support they receive at school, and how often.

For more information on supporting evidence, including example diaries, suggestions for writing your own supporting letter and guidance for teachers and audiologists on writing an effective supporting letter go to www.ndcs.org.uk/dla.

Remember

Keep a copy of everything you send – this includes the form and all supporting evidence.

Make sure the supporting evidence doesn't contradict what you've said on the form.

Make sure supporting evidence and extra pages are labelled.

If you're returning the form in the post make sure you get proof of postage from the Post Office.

Appealing a decision

If you aren't happy with the decision that the DWP in England, Scotland and Wales or Disability and Carers Service (DCS) in Northern Ireland has made about your child's DLA claim, please contact our Freephone Helpline.

Important

You will only have one month to challenge the decision made by the DWP/DCS. As soon as you get a decision, contact the DWP office for your area in England, Scotland and Wales, or the DCS in Northern Ireland, and ask for full written reasons for their decision. This will give you an extra 14 days to challenge the decision.

For more information on appealing a DLA decision go to www.ndcs.org.uk/dla.

More information

- ***Disability Living Allowance: A guide to filling in the claim form for deaf children under three years old***
- ***Writing Reports for Non-Specialist Audiences*** (guidance for audiology professionals)
- ***Medical guidance for DLA and AA decision makers (child cases): staff guide*** is used by DWP decision makers to help them make DLA award decisions. It can be helpful to see what the decision maker who assesses your case may be basing their decision on.

Our DLA webpages (www.ndcs.org.uk/dla) include:

- information on eligibility criteria
- guidance on writing your own supporting letter
- guidance for teachers on writing a supporting letter
- example diaries for a deaf child aged under three and aged ten
- information on appealing a decision or making a complaint.

Note: Information correct at time of publication. This information is about benefits, which changes in line with Government policy. For the most up-to-date information on benefits and financial support, visit the [gov.uk website](http://gov.uk).

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

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