

Information booklet

This information booklet will help you fill in the form. In it we:

- explain the questions we ask
- tell you how to answer the questions
- give you examples of other things you can tell us, and
- tell you about Disability Living Allowance (DLA), other benefits and organisations who can help you.

When you see



in the form, use this **information booklet** to help you understand and answer the questions.

This booklet gives general information and doesn't cover everything.

DLA Child information booklet February 2011

What is DLA?

DLA is a benefit to help with extra costs if a child under 16 has a disability, illness or health condition severe enough they:

- need much more looking after than a child of the same age without a disability, or
- have walking difficulties, or both.

You may not think of the child as being disabled, but if they need the type of help explained in these notes, they may get DLA.

Who can claim DLA for a child?

You can claim DLA for a child as long as you look after them as if you are their parent. 'Parent' includes step-parents, guardians, grandparents, foster-parents, and even older brothers or sisters.

DLA is tax-free. You can claim even if you work or if your family has savings or money coming in.

Can I get DLA for a child?

To get DLA a child must normally:

- live in and be present in Northern Ireland or, live in the European Economic Area or Switzerland and the UK is responsible for paying them sickness benefits
- be allowed to enter or stay in the United Kingdom and not be stopped from getting benefits
- need extra looking after or have walking difficulties
- need much more day-to-day help than children of the same age, and
- have had these needs for at least 3 months and these needs are likely to last for at least another 6 months unless you are claiming for them under the special rules.

The special rules are explained in the claim form on page 12.

When can I claim DLA for a child?

You can claim straight away. We will deal with the claim as soon as possible.

How is DLA worked out?

There are two parts of DLA – mobility and care. A child can get money for one part or both. The official word for these parts is 'component'. You may see the word 'component' in forms and letters.

How much they get is based on how much help they need.

Mobility

There are two mobility rates.

Lower rate

For a child aged **5** or over who can walk but needs extra help from someone to guide or supervise them to get around outdoors in places they don't know well.

Higher rate

For a child aged **3** or over who, because of a physical disability:

- cannot walk at all, or
- can walk, but their ability to walk outdoors without severe discomfort is so limited they can be considered virtually unable to walk, or
- can walk but the effort needed could seriously affect their health.

A child may also get the higher rate if they:

- have had both legs amputated above the ankle or through the ankle, or were born without legs or feet, or
- are certified as severely sight impaired or blind and meet other conditions relating to their sight loss
- are deaf and blind and they need someone with them when they are outdoors, or
- are severely mentally impaired with severe behavioural problems and qualify for the highest rate of the care part.

By 'extra' we mean much more than a child of the same age without a disability.

Care

There are three care rates.

Lowest rate

If a child needs extra looking after for some of the day, which can be about an hour.

Middle rate

If a child:

- needs extra looking after several times at short intervals right through the day, or
- needs extra looking after more than once a night or once for about 20 minutes or more, or
- needs extra supervision right through the day, or
- needs someone to be awake at night to watch over them several times or once for 20 minutes or more.

Highest rate

If a child needs help during the day **and** night.

A child may also get the highest rate if a claim is made under the special rules.

By 'extra' we mean much more than a child of the same age without a disability.

How we collect and use information

We, the Department for Social Development (DSD), collect information to deal with Social Security, Child Support, employment and training, housing and community development and urban regeneration (redeveloping towns, cities and villages). The information we collect about you depends on the type of your business with us, but we may use the information for any of these purposes.

We may check information about you with other information we may have. We may get information about you from other people and certain organisations.

We may give information to certain other organisations, as allowed by the law, to:

- check that the information is accurate
- prevent or detect crime
- protect public funds in other ways, and
- use in research statistics.

These organisations include other government departments, authorities who deal with Housing Benefit and private-sector organisations (such as banks) that may lend you money. We will not give information about you to anyone outside our department unless the law allows us to.

The Department for Social Development is the data controller for the Data Protection Act.

If you want to know more about what information we have about you, or the way we use your information, please contact us. You can contact any of our offices and ask for the leaflet Data Protection Act 1998 - It affects you. Or you can find a copy of the leaflet on our website at www.dsdni.gov.uk.

Where to get help and advice about DLA and other benefits

You can:

- phone the Benefit Enquiry Line on **0800 220 674**.
- use a textphone and call **0800 243 787** if you have speech or hearing difficulties
- contact your local Social Security office/Jobs & Benefits office. The phone number and address are in the business number section of The Phone Book. Look under **Government of Northern Ireland**.
- contact an advice centre like Citizens Advice.

If the child is awarded DLA you may be entitled to:

- **Carer's Allowance or Carer's Credit.**
- **Extra money if you or anyone in your household is on Income Support, Jobseeker's Allowance, Pension Credit, Child Tax Credit or Working Tax Credit. You should contact the office who pays the benefit to claim the extra money.**

Information about Carer's Allowance and Carer's Credit

Carer's Allowance

A person could get Carer's Allowance (CA) if they:

- are aged 16 or over, and
- spend at least 35 hours a week caring for a disabled child.

The child must have been awarded DLA at the middle or the highest rate of care before the claim.

Other entitlement conditions apply.

CA should be claimed within 3 months of the DLA decision being made or the carer could lose benefit.

Carer's Allowance and other benefits

Some benefits, allowances or pensions can affect how much CA we pay.

However, extra money could be paid with:

- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- Income Support
- Pension Credit, or
- Housing Benefit

Carer's Credit

This is a National Insurance credit for carers of working age who:

- can't get CA, and
- look after one or more disabled children for 20 hours or more a week.

If the child or children being cared for don't receive DLA (at the middle or highest rate of care), the carer must get a care certificate for each child they look after.

Other entitlement conditions apply.

If you get Child Benefit for a child under age 12, or CA, you will already be getting National Insurance credits.

For more information about Carer's Allowance or Carer's Credit:

- phone the Benefit Enquiry Line on **0800 220 674**
- if you have speech or hearing difficulties, you can contact us using a textphone on **0800 243 787**
- visit the website at: **www.nidirect.gov.uk**
- write to: Disability and Carers Service, Castle Court, Royal Avenue, Belfast, BT1 1HR

Other organisations who can help

Contact a Family

If you need confidential, independent advice about any aspect of caring for a disabled child you can:

- phone **Contact a Family** helpline on **0808 808 3555** Monday to Friday
- if you have speech or hearing difficulties, the textphone number is **0808 808 3556**. Textphones don't accept texts from mobile phones
- visit the website at: **www.cafamily.org.uk**

Family Fund

You may also be able to get help from the **Family Fund**.

You can:

- visit the website at: **www.familyfund.org.uk**
- write to: Family Fund, 4 Alpha Court, Monks Cross Drive, York YO32 9WN.

About the questions in the claim form

20 This is about aids and adaptations they use or have been assessed for.

Aids are things like:

- braces
- supports
- crutches
- buggies
- wheelchairs
- commodes
- reading and learning aids such as computer programmes.

Adaptations are things like:

- ramps
- slopes
- rails
- alterations to the home, such as widened doorways.

You should include any aid or adaptation they can use with or without help.

Here are a few examples of the help they may need to use an aid or adaptation. It's not a full list and doesn't cover everything.

They may need help to:

- use an aid or adaptation safely
- get on and off a raised toilet seat
- put on and take off a back brace or incontinence pants
- maintain a hearing aid, keep it clean and ensure small parts like batteries are not put in their mouth
- be reminded or encouraged to use the aids
- propel a wheelchair up a ramp or a slope.

23 These are about their ability to physically walk outdoors on a reasonably flat surface. We can't consider any problems they have walking on steps, slopes or uneven ground.

29

25 This question is about how far they can walk before they stop because of severe discomfort.



To estimate the distance they can walk it may help you to know:

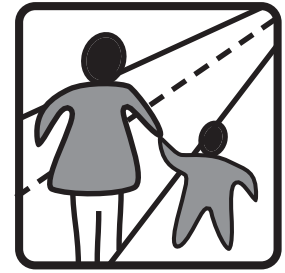
- an average adult step is just under one metre (one yard)
- a double-decker bus is about 11 metres (12 yards) long
- 12 cars parked end-to-end with a small gap between them would be at least 50 metres (55 yards)
- two full-size football pitches are about 200 metres (218 yards) long.

30
to

These are about needing someone to guide or supervise them most of the time when outdoors.

32

Guide means to physically lead or verbally direct them to safely find their way around.



Supervise means checking routes for dangers or obstacles, keeping an eye on how they are and if they can carry on walking. It includes coaxing, encouraging, persuading or talking so they carry on walking or avoid danger.

For example

If they walk safely next to a busy road without putting themselves or others in danger but can't cross a road safely, you would answer like this:

Can they:	Yes	No
walk safely next to a busy road?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
cross a road safely?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

They can go to the local shop on their own. It's next to a busy road, but they don't have to cross it. We took this route together many times before they could go on their own.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

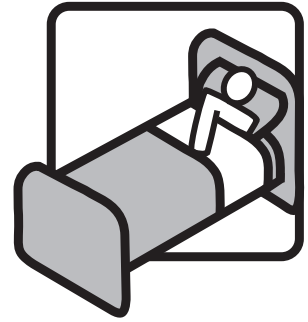
- follow simple directions but wouldn't ask for help if lost
- accept sweets or a ride in a car even if they didn't know the person
- get upset by traffic noise or crowds, and panic
- suddenly run across the road if they see a friend on the other side
- only be able to cross roads using a pedestrian crossing
- become unsteady and may fall.

35

This is about help needed to get in, out, or settle in bed during the day. It can be encouragement, prompting or physical help.

For example

If they need encouragement to get out of bed in the morning and again after an afternoon nap, and it takes 4 minutes each time, you would answer like this:



They need encouragement, prompting or physical help to:

get out of bed

How often each day

twice

How long each time

4 minutes

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.

They don't want to get up in a morning because they're depressed and would just lie in bed all day. At least twice a week it takes up to an hour to persuade them to get up. Their medicine makes them so drowsy they usually have a nap in the afternoon. It's not usually as bad to get them up again in the afternoon as the morning.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- need help to sit up and get out of bed due to stiffness
- not understand it is time to get up or go to bed
- need to be told to get up as they can't read a clock or hear an alarm
- need to let their medicine take effect before getting out of bed
- be distressed because they are in pain, or need settling and comforting and the covers put in place.

36 This is about help needed to go to or use the toilet during the day. It can be encouragement, prompting or physical help.

For example

If they need to be prompted to go to the toilet, to take their underwear down, to wipe themselves and to wash and dry their hands, you would answer like this:



They need encouragement, prompting or physical help to:

go to the toilet



manage clothes



get on and off the toilet



wipe themselves



wash and dry their hands



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.

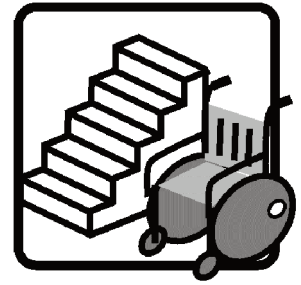
They won't go to the toilet unless told. I have to keep telling them or they will soil themselves. They keep telling me they don't need to go so it takes a long time. If they soil themselves they won't tell me and will smear their faeces. When they are at the toilet, I have to be with them to tell them what to do.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- have difficulty moving from a wheelchair to a toilet
- need to have cream applied after using the toilet
- be constipated or have diarrhoea and need encouragement or comforting
- refuse to use toilets other than the one at home
- not be able to manage zips and buttons
- not be able to reach or don't know to wipe themselves after using the toilet.

37 This is about help needed to move around indoors during the day. It can be encouragement, prompting or physical help.



For example

If they need physical help to get up and down stairs, you would answer like this:

They need encouragement, prompting or physical help to:

go upstairs



go downstairs



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.

They can go up and down one or two steps. If there are more than two steps they are carried. They've fallen on the stairs at home as there are too many steps for them to manage. Going up and down steps makes them very breathless and this makes them likely to fall.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- stiffen up if they sit for too long
- become dizzy if they get up from a chair or wheelchair too quickly
- need to be encouraged to get up and move around
- be able to sit down in a chair but can't get out of it
- need the support of cushions or pillows to sit upright
- only be able to get out of a chair that has arms.

38 This is about help needed to keep clean and check their appearance during the day. It can be encouragement, prompting or physical help.



For example

If they need encouragement to have a wash and clean their teeth in a morning and before bed, and have a wash when dirty, you would answer like this:

They need encouragement, prompting or physical help to:	How often each day	How long each time
have a wash	2-6	3 minutes
clean their teeth	2	2 minutes

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.

They don't like having a wash or cleaning their teeth so I have to encourage them to put toothpaste on the brush, use soap, turn taps off etc. They don't know when they are dirty and need to wash, and would stay dirty if left. I've tried different ways to teach them when and why to do this but nothing works.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- follow a set or lengthy routine
- get very tired bathing or have pain when getting in or out of the bath
- not be able to reach all parts of their body to wash or dry
- feel they often need to wash or bath
- need extra care due to allergies
- refuse to have baths.

39 This is about help needed to dress or undress during the day. It can be encouragement, prompting or physical help.



For example

If they need physical help to manage buttons, when putting a coat on and off to go to and from school, and it takes about a minute each time, you would answer like this:

They need encouragement, prompting or help to:	How often each day	How long each time
manage zips, buttons or other fastenings	4	1 minutes

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.

They can put their clothes on and take them off but they can't use their fingers well enough to do buttons and zips so I need to help with any clothes that have them. This includes putting their coat on when going to school or out to play. They are ok with shoes without laces.

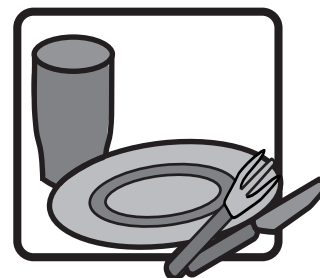
Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

- They may:
- only wear certain colours
 - need to follow a time-consuming, set routine
 - be easily distracted and need to be repeatedly prompted to dress or undress
 - have involuntary movements, making dressing difficult
 - undress inappropriately
 - have difficulty with some types of clothes
 - only wear their favourite clothes.

40 This is about help needed to eat and drink during the day. It can be encouragement, prompting or physical help.

For example

If they use a spoon to eat but need help to cut up the food at each meal, and this takes about 2 minutes each time, you would answer like this:



They need encouragement, prompting or physical help to:	How often each day	How long each time
cut up food on their plate	3	2 minutes

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.

Although they can use a spoon to eat it takes a long time and they make a mess. They will only eat certain foods such as pasta and cheese and at times will refuse to eat anything at all, even their favourite food.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- continually have to be prompted or encouraged to eat
- have problems sucking, swallowing or chewing
- not be able to see what is on their plate
- not be able to understand when to eat
- eat inappropriate foods
- compulsively eat
- have special dietary needs
- have problems keeping food down and may be sick after eating.

41 This is about help needed to take medicine or have therapy during the day. It can be encouragement, prompting or physical help.

For example

If they need to be prompted to do their therapy twice a day and encouraged during, say, 30-minute therapy sessions, you would answer like this:



They need encouragement, prompting or physical help to:	How often each day	How long each time
do their therapy	2	30 minutes

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.

They don't like doing therapy as they feel different to their friends so they avoid doing it. They need to do 30 minutes each day but if left they will do a couple of minutes and say they've finished. I try to make it fun to keep them calm and to stop them becoming distressed.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

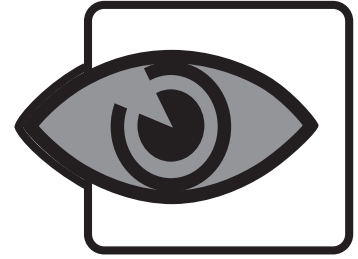
They may:

- avoid taking medicine due to side effects
- not be able to monitor their condition
- be able to take their medicine but need supervising
- refuse to take part in therapy
- not know how much and when to have medicine or therapy.

This is about difficulty seeing.

For example

If they can see well enough to recognise someone's face across a room but can't recognise someone across a street, you would answer like this:



They can recognise:

someone's face across a room

Yes



No



someone across a street



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.

They can only recognise someone's face across a room if it's someone they know very well like me or their dad, brother or sister. They would only recognise someone less familiar if they knew they were there or if they spoke.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- become distressed or frustrated due to difficulty seeing
- have to sit very close to the TV to watch and follow a programme or DVD
- lack confidence and need to be encouraged
- have difficulty seeing outside at night
- have reduced field of vision.

43 This is about difficulty hearing.

For example

If they can hear a loud voice in a quiet room but can't hear a normal voice in a quiet room, you would answer like this:



They can hear:

a normal voice in a quiet room

Yes

No

a loud voice in a quiet room

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.

They can hear someone speaking if they raise their voice and there is no other noise around. If the TV was on or other people were talking, they wouldn't be able to hear what was being said to them – they would just hear noise. It's easier to hear someone if they can see their face. If watching TV or listening to music, they need the volume turned up.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- hear voices but not clearly enough to know what is being said
- hear only muffled noises that make them disorientated
- not be able to hear things the first time they are said and need to have them repeated
- not be able to hear sounds at a particular pitch or tone
- not be able to follow a conversation using a phone
- need help to use and maintain hearing aids
- have a cochlear implant or other surgically implanted hearing aid.

44

This is about difficulty speaking.

For example

If they speak clearly in sentences, you would answer like this:



They can:	Yes	No
speak clearly in sentences	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

They can put a few words together to make sentences but nothing very long or complicated. They can talk to other people as long as the conversation is kept simple.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

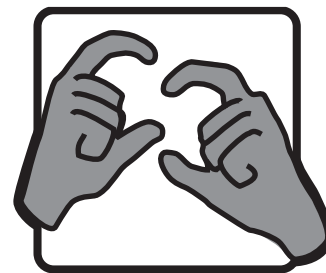
- get easily excited, start speaking very quickly becoming hard to understand
- be depressed and withdraw from conversation
- choose not to speak
- have a stammer, lisp or other speech difficulty
- become frustrated if they can't be understood
- only speak with family or friends.

45

This is about difficulty communicating.

For example

If they communicate using Makaton but only with people they know, you would answer like this:



To communicate they use:

Makaton

Yes



No



They can communicate:

with someone they know



with someone they don't know



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.

They use Makaton to communicate. This means they can only communicate with other people who use Makaton. Even then, they will only communicate with someone they know. If the support worker is off work and someone else covers, they won't communicate even if I'm there.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- have difficulty reading, using BSL/ISL or lip-reading due to sight problems
- take what is said literally and be confused by figures of speech
- have difficulty understanding facial expressions or body language
- only be able to understand if things are repeatedly expressed in different ways
- be able to draw simple pictures to communicate
- need an interpreter when communicating with a person who can't sign.

46 This is about fits, blackouts, seizures, or something similar.

For example

If they black out a couple of days a month and have no warning, you would answer like this:

Tell us what type they have and what happens	Doctors don't know the kind of fit they have or why. They drop to the floor and lie still for 2 minutes. They're confused for a couple of hours after.	
They:	Yes	No
have no warning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tell us:		
the number of days affected each month	<input type="text" value="2 days"/>	
how many fits they have on these days	<input type="text" value="1"/>	

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.

They fall to the floor and lose consciousness, their muscles stiffen and then their arms and legs jerk and they usually wet themselves. They come round slowly and feel tired, confused and disorientated for a few hours after. A couple of times a year, they have 4 or 5 days a month when this happens.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

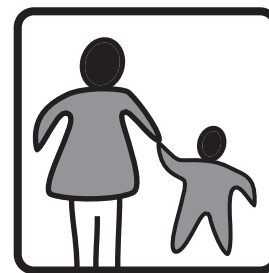
They may:

- be incontinent during a fit and need help to clean themselves
- lose consciousness
- regularly have cuts and bruises
- have needed emergency hospital treatment.

47 This is about needing someone to supervise them during the day.

For example

If they regularly become verbally aggressive and act impulsively, you would answer like this:



Do they regularly:	Yes	No
become verbally or physically aggressive, or destructive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
act impulsively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

If they see someone looking at them, they will shout, swear and threaten them. They've never acted on the threats they've made but they're very intimidating and because of their size (over 5 feet) they can frighten people who don't know them. This happens every time we go out.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

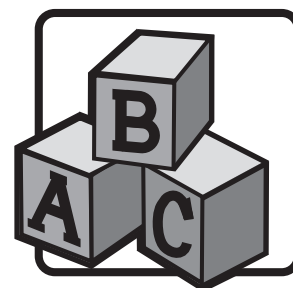
They may:

- be easily distracted and have difficulty concentrating on things
- climb onto window sills to reach open windows
- get agitated and do things without thinking.

48 This is about help needed with their development.

For example

If they will play on their own but not with others, you would answer like this:



They need help to:	Yes	No
play with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
play on their own	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

They sit and play on their own ignoring other children around them. They don't recognise any other children there. If another child wants to play with the toy they have, they'll hold on to it as if their life depended on it. They won't share it or let the other child have it. They don't understand when another child wants to play with them.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

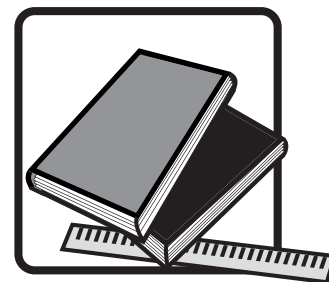
They may:

- have difficulty keeping friends due to the way they behave
- interact well with adults but have difficulty with children of their age
- be easily distracted and have difficulty concentrating on things
- be fidgety and talk excessively
- interrupt and not be able to wait their turn
- only be able to play with much younger children.

This is about the help needed at school or nursery. It can be encouragement, prompting or physical help.

For example

If they need help to communicate and need extra help with learning, you would answer like this:



They need encouragement, prompting or physical help to:

communicate

Yes



No



What extra help do they need with learning?

They spend 2 days a week in the school's special unit where they get one-to-one help. The school also provide exercises for them to do at home.

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.

They can hear what is being said but don't always understand it. They need to be given time to process what is said and sometimes need things to be repeated or explained in a simpler way before they understand.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- come home for medicine or therapy or to have lunch
- take a packed lunch as they can eat it without help
- take a change of clothes to school as they often have accidents
- need extra support, but it is not available
- regularly get into trouble
- need someone to go to school to give them their medicine or therapy.

50 This is about difficulty taking part in hobbies, interests, or social or religious activities.

At home this could be difficulty with:

- drawing and painting
- doing crafts
- reading
- playing computer games
- model making
- playing board games.

When they go out, they may have difficulty during, for example:

- after-school activities or clubs
- youth club
- swimming
- bowling
- cinema
- computer club
- chess club
- dance classes
- drama club
- visits to the library.

The hobbies, interests, social or religious activities can be what they **do** or **would do** if they had the help they needed to do them.

For example

- **something they do:**

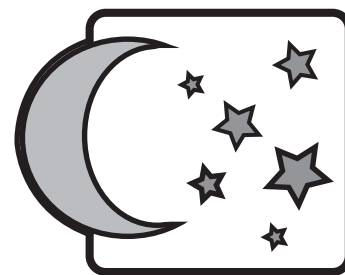
They go to a youth club once a week. At the club, they're encouraged to join in the activities with other children. The help is needed for 2 hours.

- **something they would do:**

They would go on nature trails and similar activities at weekends. They would need help to get to and from the activity, push the wheelchair, get to and from the toilet and general moving around. This would be for about 2 to 3 hours.

**These are only examples of activities they may do or would do.
It's not a full list and doesn't cover everything.**

51 This is about help needed at night. It can be encouragement, prompting or physical help. It can also be watching over them for their or others' safety.



For example

If someone needs to watch over them because they wake up and wander about, you would answer like this:

They need watching over as they:	How often each night	How long each time
may wander about	1	10 minutes

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.

When they wake up during the night, they usually get out of bed. Sometimes they will play in their bedroom. A couple of nights a week they will wander about, playing with things like the TV and other electrical equipment and don't understand the dangers. They've previously blocked the bathroom sink with toilet paper and turned the taps on. They thought this was funny.

Here are a few examples of other things you may want to tell us. It's not a full list and doesn't cover everything.

They may:

- turn on taps or electrical equipment when awake
- unlock doors to go outside
- disturb others when they are awake
- become breathless and cough more when lying down
- need propping up to sleep and checking they are still okay
- have night terrors.

62 This is about how we pay you.

Please read these notes before you tell us any account details at question 62.

We normally pay DLA into an account.

Many banks and building societies will let you collect the money at the post office.

We will tell you when we will make the first payment and how much it will be for. We will tell you if the amount we pay into the account is going to change.

Finding out how much we have paid into the account.

You can check the payments on account statements. The statements may show your National Insurance (NI) number next to any payments we have made. If you think a payment is wrong, get in touch with the office that pays, straight away.

If we pay too much money.

We have the right to take back any money we pay that the child is not entitled to. This may be because of the way the system works for payments into an account.

For example, you may give us some information, which means the child is entitled to less money. Sometimes we may not be able to change the amount we have already paid. This means we will have paid you money that the child is not entitled to.

We will contact you before we take back any money.

What to do now

Tell us about the account you want to use at **question 62**. By giving us the account details you:

- agree that we will pay DLA into an account, and
- understand what we have told you above in the section

If we pay too much money.

If you are going to open an account, please tell us the account details as soon as you get them.

If you do not have an account, please contact us and we will give you more information.

Fill in the rest of the form. You do not have to wait until you have opened an account, or contacted us.

About the account you want to use:

- You can use an account in your name, or a joint account.
- You can use a credit union account. You must tell us the credit union's account details. Your credit union will be able to help you with this.
- If you are an appointee or a legal representative acting on behalf of the customer, the account should be in your name only.

You can find the account details on the chequebook or bank statements. If you do not know the account details, ask the bank or building society.

Daily diary: a record of the child's needs.

We understand that, when caring for a disabled child, it can be difficult to remember what help you give and how often you give it.

You may find keeping a diary or daily record helps you fill in the claim form.

If their needs are the same most of the time, you may want to keep a record for just one day.

If their needs vary, it may be helpful to keep a record on different days.

You must decide if you want to keep a diary.

This could include details about:

- the help you give the child
- the help they need, and
- how long it takes
- their behaviour
- how they felt, and
- if it was a good or bad day

The next page gives an example of how you can do this and the things you can write down. You may want to write things down in a different way. Use the way that is easiest and most helpful to you.

The diary is to help you fill in the claim form. You don't have to send it to us.

Example

Date

Monday 21 February 2011

The morning

Include any help needed:

- waking up
- getting out of bed
- moving around
- going to the toilet
- washing
- dressing
- having breakfast
- taking medicine
- doing therapy
- school runs.

Woken at 7:30

Helped out of bed – 5 minutes

Helped with toileting – 5 minutes

Helped wash, put on clothes, get downstairs. He took off pyjamas – 20 minutes

Ate cereal without help

Gave medicine – 2 minutes

Helped to car – 5 minutes

Took to school. Helped out of car – 5 minutes. His helper met us.

During the day

Include any help needed:

- at nursery or school
- moving around
- going to the toilet
- dressing
- eating
- taking medicine
- doing therapy
- after school clubs

Helper does everything at school – toilet, moving around during lessons, encouraging him to join in. Tried to walk between lessons but in too much pain. I had to collect him from school early as he had wet himself and was upset.

Didn't go to Youth Club tonight, still upset.

Early evening

Include any help needed:

- eating
- washing
- dressing
- taking medicine
- doing therapy
- moving around
- going to the toilet
- hobbies and interests
- getting into bed
- settling in bed

I cut up his food. Fed himself using a spoon – did well (it was his favourite).

Changed for bed (he tried to help) – 10 minutes

Gave medicine – 2 minutes

Play therapy – 1 hour

Helped to toilet 3 times – 5 minutes each time

Watched favourite DVD over and over. Hit younger sister (she wanted to watch something else). Had to stop him.

8:30 bedtime, help with stairs, to get into bed and settle – 30 minutes.

During the night

Include any help needed when everyone in the house is in bed with:

- getting out of bed
- going to the toilet
- taking medicine
- doing therapy
- turning in bed
- settling in bed

Woke at 2:10 - helped out of bed to toilet – 15 minutes

Had to stay until he settled – 15 minutes

Apart from being upset, today was a good day.

Date

The morning

Include any help needed:

- waking up
- getting out of bed
- moving around
- going to the toilet
- washing
- dressing
- having breakfast
- taking medicine
- doing therapy
- school runs.

During the day

Include any help needed:

- at nursery or school
- moving around
- going to the toilet
- dressing
- eating
- taking medicine
- doing therapy
- after school clubs

Early evening

Include any help needed:

- eating
- washing
- dressing
- taking medicine
- doing therapy
- moving around
- going to the toilet
- hobbies and interests
- getting into bed
- settling in bed

During the night

Include any help needed when everyone in the house is in bed with:

- getting out of bed
- going to the toilet
- taking medicine
- doing therapy
- turning in bed
- settling in bed

