



# Better Living Allowance for a child under 18

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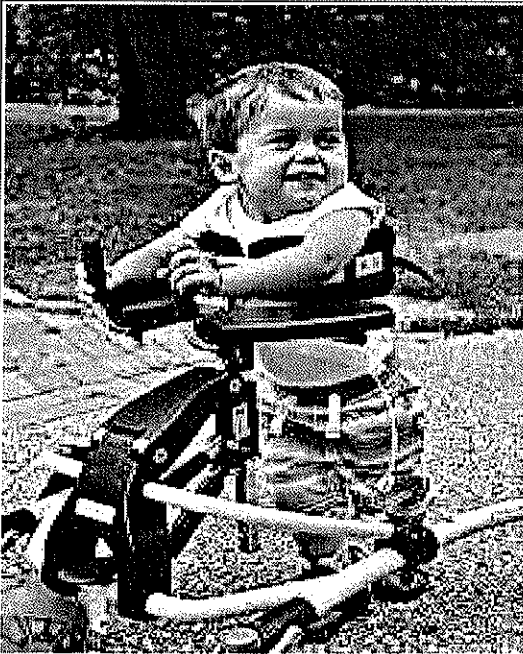
Approved by:   
Director, Children & Adults Social Care Directorate

Date: 22.1.21

## Information Booklet

This information booklet will help you fill in the attached claim form and will:

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



**Please use black ink to fill in the form.** Don't worry if you're not sure how to spell something or if you make a mistake. If you want to correct a mistake, please cross it out with a pen – **do not use correction fluid.** This booklet gives general information and doesn't cover everything.

## Introduction

This information booklet will help you fill in the BLA Claim Form. The form is your chance to explain how your child/ (rens) disability or long-term illness affects them. The amount they get depends on how severely their condition affects them, not the condition itself. They will be assessed by a health professional and a Social Care Officer to determine the level of help or assistance they need with daily activities of living, and their rate of financial support will be regularly reviewed to ensure they're getting the right support.

### What is Better Living Allowance?

Better Living Allowance (BLA) is a benefit to help with extra costs if a child under 18 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
- 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 BLA.

### Who can claim BLA for a child?

You can claim BLA 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.

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

### Can I get BLA for a child?

To get BLA a child must normally:

- need extra looking after or have walking difficulties
- need much more day-to-day help than children of the same age
- have additional health 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 2).

### When can I claim BLA for a child?

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

### How is BLA worked out?

There are two parts of BLA – 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, not their disability or health condition.

#### 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
- can walk, but their ability to walk outdoors without severe discomfort is so limited they can be considered virtually unable to walk
- 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
- were born without legs or feet
- 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
- 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
- needs extra looking after more than once a night or once for about 20 minutes or more
- needs extra supervision right through the day
- 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.

### Stays away from home

BLA can be affected by overnight stays away from home. There are different rules depending on whether the child goes into hospital, or into residential care.

When the child is in hospital, Payments of BLA Daily Living component and Mobility component **stop after 12 weeks** of them becoming a hospital inpatient. If they are in hospital when they first claim BLA, it can't be paid until they leave hospital.

#### When the child is in residential care

If your child is currently in a residential care facility (including for short-term breaks) the BLA care component stops being paid after 28 days. The mobility component is not affected.

### **Counting the number of days away from home**

When counting the number of days away from home, the day the child enter hospital and the day they are discharged are both treated as days at home. For example, if they go into hospital on a Monday and came back on Friday, then only Tuesday, Wednesday and Thursday will count as days away from home. This is a total of three days.

The same rules apply to residential care.

### **Going in and out of hospital or residential care**

When working out whether your child's BLA will stop, it is important to know that any stays in hospital or residential accommodation separated by less than 28 days at home will be added together. This is known as the 'linking rule'.

For example, the child goes into hospital for nine weeks, before being discharged home. After two weeks at home, they have to be re-admitted to hospital for another six weeks. Because the two hospital stays are separated by less than 28 days at home they are 'linked' together. This means that BLA will stop being paid after three weeks during their second hospital stay (that is, nine weeks in hospital + three more weeks = 12 weeks in hospital).

When the child come home for at least 28 days, the 'link' is broken, and BLA can be paid again for another 12 weeks during any future hospital admissions.

When they spend time in both hospital and residential accommodation, these stays can also be linked.

### **Getting paid for days at home**

If the BLA stop because the child is in hospital or a residential setting, they are still entitled to BLA payments at a daily rate for the days they spend at home. For example, they have been away for respite at a residential facility for more than 28 'linked' days, so payments of BLA care component have stopped. When they come home on Friday and go back into respite care on Monday, BLA daily living component should be paid at a daily rate for Friday, Saturday, Sunday and Monday (four days).

If the child stay at home for more than 28 days, the daily living component should not be stopped again until after they've spent another 28 days in care/hospital.

Whenever your child is in hospital or a residential setting it can impact on any Carer's Allowance paid to their main carer. However, even if they are in hospital or a residential setting for long periods, the carer may still be able to carry on getting Carer's Allowance if they regularly spend at least two days at home.

Carers can be paid at Part-time/Casual or Full-term rates. The Social Worker will explain the difference to you if appropriate. Time spent preparing your home for your child's visit or cleaning up afterwards can count towards the casual hours care.

### **Be careful!**

This is a complex area of the benefit system which can sometimes result in the child or their carer being overpaid BLA/Carers Allowance. This usually happens when the child or their carer unknowingly fail to inform the BLA officer about their stays away from home.

To avoid any confusion, we strongly advise you to tell the SW/BLA officer about any stays away from home in the places above. It's a good idea to keep a record of the dates you travel to and from your child's place of stay. The BLA officer need to be clear about how many days have been spent away from home to decide when these rules apply.

**Terminal illness**

Your child will get the higher rate of the daily living component if they are not expected to live more than 6 months. The rate of the mobility component will depend on their needs.

**Change of circumstances**

You must contact the BLA Officer immediately if:

- Your child's personal details change
- The help they need or their condition changes
- They are admitted into hospital
- You plan to take your child abroad
- You or your child is imprisoned or held in detention

**PLEASE NOTE:**

You could be taken to court or have to pay a penalty if you deliberately give incorrect information or do not report a change in your circumstances.

If the child is awarded BLA you may be entitled to: **Carer's Allowance.**

**Information about Carer's Allowance**

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

- are aged 16 or over
- Care for a disabled child on a partial or full-term basis.

The child must be awarded BLA at the middle or the highest rate of care before the CA claim is made. Other CA claim conditions apply.

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

If you need confidential, independent advice about any aspect of caring for a disabled child you can contact the manager of Children's Service, Children & Adult Social Care Directorate on telephone 290 23312

**Other organisations who may be able to help financially or with care aids:**

- Occupational therapist
- Physiotherapist
- Disabled Persons Society

**General tips for filling in the claim form**

The claim form asks for a lot of information about the child and what help they need. It may help to get together any supporting health information such as:

- medical reports
- care/ treatment plans
- test results
- up to date prescriptions

- Speech & Language reports
- input on educational support plans/reports
- Social Care assessments etc.

We need you to send in copies of this supporting information with the claim form, if you have it. It will help us make a decision on the amount of help the child needs. (We will photocopy the documents so that both you and the service have a copy)

Don't delay sending in the claim form if you are waiting for supporting information. Tell us what you are waiting for and send us copies of the supporting information when you get it. We **don't** need information like:

- appointment letters
- general information about the disability or health condition from the internet or a leaflet
- general information about medication prescribed for the child

Not all questions will apply to the child, please read the questions carefully along with the information in this booklet.

You may find it hard to fill in the form in one go. It may help to do it in stages – if you must, take regular breaks before completing the next part.

We understand it may be upsetting to describe in detail what help the child needs. We only ask for all this information so that we can make sure we make the right decision.

We will give you a copy of the claim form once you've filled it in. If we award BLA and there is a change in the amount of help the child needs or we need to review the BLA award, it will be useful for you to know what you've said previously.

### **About the questions in the claim form**

This is about aids and adaptations the child use or have been assessed for.

#### **Aids are things like:**

- brace
- 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

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)
- an average adult step is just under one metre (one yard)
- 12 cars parked end-to-end with a small gap between them would be at least 50 metres (55 yards)

This question is about how they walk, please tick any boxes that describe these difficulties.

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.

If you want to tell us why you've ticked the boxes, any other difficulties or anything else you think we should know, use the box below.

They may:

- refuse to walk even if they can physically walk
- have a stiff leg causing uneven steps
- have an upper body stoop which causes a lack of balance

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

**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 to 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: Tick as appropriate	Yes	No
Cross a road safely?		
Walk safely next to a busy road?		

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.

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/bus stop 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.

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

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 about 4 minutes each time, you would answer like this:

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	Yes	No
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



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:

<b>They need encouragement, prompting or physical help to:</b>	<b>Yes</b>	<b>No</b>
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

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:

<b>They need encouragement, prompting or physical help to:</b>	<b>Yes</b>	<b>No</b>

go upstairs		
go downstairs		
<b>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.</b>	<b>Yes</b>	<b>No</b>
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		
<p><b>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.</b></p> <p>They may:</p> <ul style="list-style-type: none"> <li>• stiffen up if they sit for too long</li> </ul>		
<ul style="list-style-type: none"> <li>• become dizzy if they get up from a chair or wheelchair too quickly</li> <li>• need to be encouraged to get up and move around</li> <li>• be able to sit down in a chair but can't get out of it</li> <li>• need the support of cushions or pillows to sit upright</li> <li>• only be able to get out of a chair that has arms</li> </ul>		
<p>This is about help needed to keep clean and check their appearance during the day. It can be encouragement, prompting or physical help.</p> <p><b>For example</b></p> <p>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:</p>		
<b>They need encouragement, prompting or physical help to:</b>	<b>How Often</b>	<b>How long each time</b>
Have a wash	2-6	3 minutes
Clean their teeth	2	2 minutes
<p><b>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.</b></p>		
<p>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.</p>		

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
- 

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

**For example**

<b>They need encouragement, prompting or physical help to:</b>	<b>How Often</b>	<b>How long each time</b>
manage zips, buttons or other fastenings	4	1 minute

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:

**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

**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 they have. This putting their coat on when going to school or out to play. They are ok with shoes without laces.

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	4	1 minute

**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
- continually have to be prompted or encouraged to eat
- 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

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:

**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

They can recognise:	Yes	No
someone's face across a room		
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

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 recognise:	Yes	No
a normal voice in a quiet room		
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

This is about difficulty speaking.

**For example**

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

They can:	Yes	No
room speak clearly in sentences		

**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
- choose not to speak
- become frustrated if they can't be understood
- only speak with family or friends

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 :	Yes	No
Makaton		

<b>They can communicate:</b>		
With someone they know		
With someone they don't know		
<b>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.</b>		
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.		
<b>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.</b>		
They may:		
<ul style="list-style-type: none"> <li>• have difficulty reading, using British Sign Language or lip-reading due to sight problems</li> <li>• take what is said literally and be confused by figures of speech</li> </ul>		
<ul style="list-style-type: none"> <li>• have difficulty understanding facial expressions or body language</li> <li>• only be able to understand if things are repeatedly expressed in different ways</li> <li>• be able to draw simple pictures to communicate</li> <li>• need an interpreter when communicating with a person who can't sign</li> </ul>		
This is about fits, blackouts, seizures or something similar.		
<b>For example</b>		
If they black out a couple of days a month and have no warning, you would answer like this:		
	<b>Yes</b>	<b>No</b>
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 drop to the floor and convulse vigorously		
They're confused for a couple of hours after		
<b>They</b>	<b>Yes</b>	<b>No</b>
have no warning		
<b>Tell us :</b>	<b>How Often each day</b>	<b>How long each time</b>

the number of days affected each month	2	30 minutes
how many fits do they have on these days		
<p><b>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.</b></p>		
<p>They fall to the floor and lose consciousness, their muscles stiffen and then their arms and legs jerk and they usually wet themselves.</p> <p>They come round slowly and feel tired, confused and disorientated for a few hours after.</p> <p>A couple of times a Year, they have 4 or 5 days a month when this happens</p>		
<p><b>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.</b></p> <p>They may:</p> <ul style="list-style-type: none"> <li>• be incontinent during a fit and need help to clean themselves</li> <li>• lose consciousness</li> </ul>		
<ul style="list-style-type: none"> <li>• regularly have cuts and bruises</li> <li>• have needed emergency hospital treatment</li> </ul>		
<p>This is about needing someone to supervise them during the day.</p> <p><b>For example</b></p> <p>If they regularly become verbally aggressive and act impulsively, you would answer like this:</p>		
<b>Do they regularly:</b>	<b>Yes</b>	<b>No</b>
Act impulsively		
Become verbally or physically aggressive or destructive		
<p><b>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.</b></p>		
<p>If they see someone looking at them, they will shout, swear and threaten them.</p> <p>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</p> <p>This happens every time we go out</p>		
<p><b>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.</b></p> <p>They may:</p> <ul style="list-style-type: none"> <li>• be easily distracted and have difficulty concentrating on things</li> </ul>		



- climb onto window sills to reach open windows
- get agitated and do things without thinking

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 can recognise :	Yes	No
impulsively play on their own		
play with others		

**If you want to tell us why you have ticked the boxes, how their needs vary or anything**

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:

- 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:	Yes	No
communicate		

**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
- come home for medicine or therapy or to have lunch
- 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

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
- reading
- model making
- playing board games

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

- after-school activities or clubs
- after-school activities or clubs
- after-school activities or clubs
- dance classes
- visits to the library

<p>The hobbies, interests, social or religious activities can be what they <b>do</b> or <b>would do</b> if they had the help they needed to do them.</p>		
<p><b>For example something they do:</b>  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.</p>		
<p><b>Something they would do:</b>  They would go on nature trails, football or swimming sessions 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.</p>		
<p><b>These are only examples of activities they may do or would do. It's not a full list and doesn't cover everything.</b></p>		
<p>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.  If someone needs to watch over them because they wake up and wander about, you would answer like this:  <b>For example</b></p>		
<b>They need watching over as they :</b>	<b>How often each night</b>	<b>How long each time</b>
may wander about	1	10 minutes
<p><b>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</b></p>		
<p>When they wake up during the night, they usually get out of bed.</p> <p>Sometimes they will play in their bedroom.</p> <p>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.</p> <p>They've previously blocked the bathroom sink with toilet paper and turned the taps on.</p> <p>They thought this was funny</p>		
<p><b>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.</b></p>		

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
- have night terrors
- need propping up to sleep and checking they are still okay

This is about how we pay you.

**Please read these notes before you tell us any account details.**

**We normally pay BLA into your account**

The bank will let you collect the money at the post office if you receive other benefits.

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 is going to change.

**Finding out how much we have paid into the account.**

You can check the payments on account statements. If you think a payment is wrong, get in touch with your Social Care Officer or the BLA Officer straight away.

**If we pay too much money**

We have the right to take back any money we pay that the child shouldn't get. 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 should get less money. Sometimes we may not be able to change the amount we've already paid. This means we will have paid you money that the child should not get.

**We will contact you before we take back any money.**

**What to do now**

Tell us about the account you want to use . By giving us the account details you:

- agree that we will pay BLA into your account
- understand what we have told you above in the section 'If we pay too much money'.
- If you're going to open an account, please tell us the account details as soon as you get them.
- If you don't already have an account, please liaise with the bank to get one opened as soon as possible

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

**About the account you want to use**

- you can use an account in your name, or a joint account
- 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 debit card, statement or chequebook. If you don't know the account details, ask the bank for them.

**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
- the help they need
- their behaviour

- how they felt
- if it was a better 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**

<b>Date</b>	Monday 3 December 2016
<b>The morning</b>	
Include any help needed:	Woken at 7:30
<b>waking up</b>	
Getting out of bed	Helped out of bed – 5 minutes

Moving around	Gave him walker and helped him stand, walked beside him- 5 minutes
Dressing	He took off pyjamas – 20 minutes
Going to the toilet	Helped with toileting – 5 minutes
Washing	Helped wash, put on clothes, went downstairs
Having breakfast	Ate cereal without help
Taking medicine	Gave medicine – 2 minutes
Helped to car – 5 minutes	Helped out of car – 5 minutes
Took to school	His helper met us. School runs x2 daily – 12 minutes 1 way
<p><b>During the day</b>  Include any help needed:  At nursery or school the helper does everything which includes:</p>	
<ul style="list-style-type: none"> <li>• Toileting</li> <li>• Moving around during lessons</li> <li>• Moving around during lessons</li> <li>• Dressing I had to collect him from school early as he had wet himself and was upset</li> </ul>	
<p><b>Early evening</b>  Include any help needed:</p>	
Eating -I cut up his food. Fed himself using a spoon – did well (it was his favourite meal). – 25 minutes	
Doing therapy - Play therapy – 1 hour	
Going to the toilet - Helped to toilet 3 times – 5 minutes each time	
Hit younger sister - had to stop him.	

Hobbies & interests – Wanted to watch his favourite DVD over and over – I had to restart it each time – 20 minutes	
Dressing - Changed for bed (he tried to help) – 10 minutes	
Getting into bed 8:30 bedtime, help with stairs, to get into bed and settle – 30 minutes	
Taking medicine - Gave medicine – 2 minutes	
<p><b>During the night</b></p> <p>Include any help needed when everyone in the house is in bed with:</p> <ul style="list-style-type: none"> <li>• Dressing I had to collect him from school early as he had wet himself and was upset</li> <li>• going to the toilet</li> <li>• doing therapy</li> <li>• turning in bed</li> <li>• settling in bed</li> <li>• frequency waking and settling</li> </ul>	
Had to stay in his room until he settled – 15 minutes. Apart from being upset, today was a better day.	
<b>DATE:</b>	
<b>Use the blank table below to record your own diary.</b>	
<p><b>The Morning</b></p> <p><b>In the box opposite, include any help needed:</b></p>	
<ul style="list-style-type: none"> <li>• Waking up</li> </ul>	
<ul style="list-style-type: none"> <li>• Getting out of bed</li> </ul>	
<ul style="list-style-type: none"> <li>• Moving around</li> </ul>	
<ul style="list-style-type: none"> <li>• Going to the toilet</li> </ul>	
<ul style="list-style-type: none"> <li>• Washing</li> </ul>	

<ul style="list-style-type: none"> <li>• Dressing</li> </ul>	
<ul style="list-style-type: none"> <li>• Having breakfast/snacks</li> </ul>	
<ul style="list-style-type: none"> <li>• Taking medication</li> </ul>	
<ul style="list-style-type: none"> <li>• Doing therapy i.e. play/physio etc.</li> </ul>	
<ul style="list-style-type: none"> <li>• School runs</li> </ul>	
<ul style="list-style-type: none"> <li>• Outings/visits/shopping etc.</li> </ul>	
<p><b>During the day</b>  <b>In the box opposite, include any help needed:</b></p>	
<ul style="list-style-type: none"> <li>• At nursery/school</li> </ul>	
<ul style="list-style-type: none"> <li>• Moving around</li> </ul>	
<ul style="list-style-type: none"> <li>• Going to the toilet</li> </ul>	
<ul style="list-style-type: none"> <li>• Dressing</li> </ul>	
<ul style="list-style-type: none"> <li>• Eating</li> </ul>	
<ul style="list-style-type: none"> <li>• Taking medication</li> </ul>	
<ul style="list-style-type: none"> <li>• Doing therapy</li> </ul>	
<ul style="list-style-type: none"> <li>• After school clubs</li> </ul>	
<p><b>Early Evening</b>  <b>In the box opposite, include any help needed:</b></p>	
<ul style="list-style-type: none"> <li>• Eating</li> </ul>	



<ul style="list-style-type: none"> <li>• Washing</li> </ul>	
<ul style="list-style-type: none"> <li>• Dressing</li> </ul>	
<ul style="list-style-type: none"> <li>• Taking medication</li> </ul>	
<ul style="list-style-type: none"> <li>• Doing therapy</li> </ul>	
<ul style="list-style-type: none"> <li>• Moving around</li> </ul>	
<ul style="list-style-type: none"> <li>• Going to the toilet</li> </ul>	
<ul style="list-style-type: none"> <li>• Hobbies &amp; interests</li> </ul>	
<ul style="list-style-type: none"> <li>• Getting into bed</li> </ul>	
<ul style="list-style-type: none"> <li>• Settling in bed</li> </ul>	
<p><b>During the night</b></p> <p><b>In the box opposite, include any help needed:</b></p>	
<ul style="list-style-type: none"> <li>• getting out of bed</li> </ul>	
<ul style="list-style-type: none"> <li>• going to the toilet</li> </ul>	
<ul style="list-style-type: none"> <li>• doing therapy</li> </ul>	
<ul style="list-style-type: none"> <li>• turning in bed</li> </ul>	
<ul style="list-style-type: none"> <li>• settling in bed</li> </ul>	
<ul style="list-style-type: none"> <li>• frequency waking and settling</li> </ul>	

Apart from being upset, today was a .....day	Date:

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# Better Living Allowance for a child under 18

If you need help filling in this claim form, read the information booklet or call us on telephone 23349 or 23312

### About the child

Please use BLOCK CAPITALS when completing the child's names.

Surname or family name:

All other first names in full:

Please also give us any other names (nick names) the child has been known as:

Child reference number (if you know it)

Date of birth (day/month/year)

Sex: (Circle gender)

Male

Female

Full address where the child lives

### Special rules

**Are you claiming for the child under the special rules?**

The special rules apply to children who have a progressive disease and are not expected to live longer than another 6 months.

<b>Yes</b>	<b>No</b>	
Make sure you:		
<ul style="list-style-type: none"> <li>• Answer all the questions on the form that apply to you or the child you're claiming for</li> </ul>		
<b>Getting Better Living Allowance (BLA) under the special rules means:</b> <ul style="list-style-type: none"> <li>• the child gets the care part of BLA at the highest rate</li> <li>• they get paid straight away unless they are in a residential care home</li> <li>• we deal with the claim more quickly</li> </ul>		
You must still tell us about any changes that may affect how much money the child gets.		
What is the child's nationality? For example, British, Spanish, Turkish, St Helenian		
<b>Place of abode</b>	<b>Yes</b>	<b>No</b>
Does the child normally live in St Helena?		
Has the child come from another country to live in St Helena in the last 2 years?		
Which country did they come from?		
What date did they arrive in St Helena?		
Has the child been abroad for more than 4 weeks at a time in the last 3 years? (Abroad means out of St Helena)		
<b>Yes</b>	Please give us details below	<b>No</b>
Date they left:		
Date they came back:		
Where they went:		

<b>Why they went:</b>		
<b>Is the child in an NHS hospital or hospice now? Or have they been admitted in the past 12 months?</b>	<b>Yes</b>	<b>No</b>
<b>Please tell us when they went in and when they came out</b>	<b>In</b>	<b>Out</b>
	<b>In</b>	<b>Out</b>
<b>Full name and address of the hospital</b>		
<b>Postcode</b>	<b>Phone number</b> Include the dialling code	
<b>Why did they go in?</b>		
<b>Does or did the NHS fund their stay?</b>	<b>Yes</b>	<b>No</b>
<b>Do you have any reports, letters or assessments about the child's illnesses or disabilities?</b>		
These may be from the people who treat or help them with their illnesses or disabilities. For example, doctors, health visitors or occupational therapists.		
<b>Yes</b>	<b>No</b>	
<b>Tell us what reports you have.</b> For example, educational psychologist's report or Certificate of Vision (CVI)		
Impairment (CVI). Please don't include things like appointment letters or general information about the child's condition like fact sheets or information from the Internet.		