

HOW TO CLAIM PERSONAL INDEPENDENCE PAYMENT - PIP

NEWLY UPDATED

A GUIDE FOR PEOPLE WITH LEARNING DISABILITIES, THEIR FAMILIES AND THEIR CARERS



AUGUST 2015

From October 2015 Personal Independence Payment will be rolled out to everyone who gets Disability Living Allowance. It is a new benefit to help disabled people live full, active and independent lives. Less people will get PIP than currently get DLA. This pamphlet will help you get ready for the change. There are 2 parts to PIP - one to help with Daily Living - the other to help in Getting Around. These are the types of questions you will have to answer.

Daily Living Element



How do you manage cooking a simple meal?

Daily Living Element



How do you manage reading words and signs?

Daily Living Element



How do you manage your medicine?

Getting Around Element



How do you get on walking?

There are lots of different questions and you add up all the points to get a total for each bit. In 2015 the standard rate for Daily Living was £55.10 and the enhanced rate was £82.30 and the standard rate for Getting Around was £21.80 and the enhanced rate was £57.45.

8 points for the standard rate and 12 points for the enhanced rate.



Each question's points are added together for each part of PIP.



Can you do the task reliably?

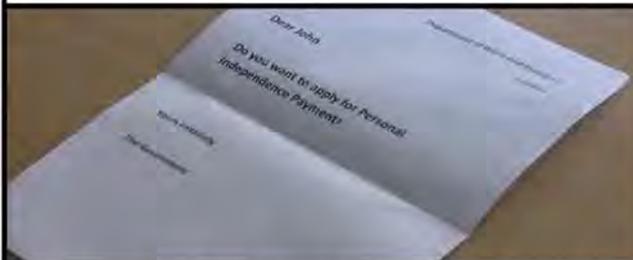
Before you can be said to do a task you have to be able to do it reliably. This means to a fair standard, safely, in a reasonable time and as often as you need. If you can't meet these standards, then you should say you cannot do the task.



How you apply

The DWP is rolling out applications across the country. People will be asked to apply on a random basis so that each area doesn't have too many people to deal with at once.

If you get DLA, you will be sent a letter when it is your time to claim.

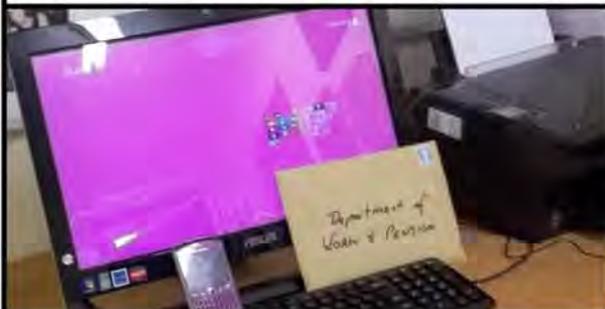


You will need to phone them if you don't get DLA already

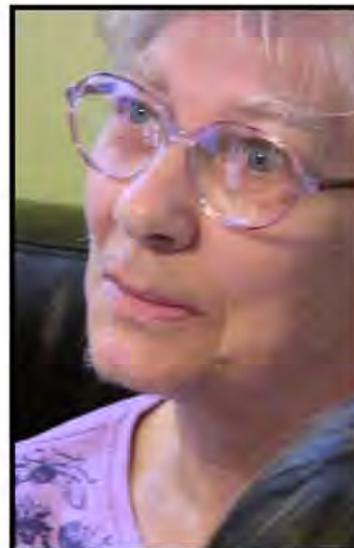
It will ask you if you want to apply for Personal Independence Payment



You will need to tell them by phone, email or post



It will take between 11 and 15 weeks from this point to getting a decision.



On the phone you will be asked lots of personal details so they know whether you are eligible to get PIP and how to pay you.

They will ask you for the names of up to two health or social care staff who can tell them about your condition.



You will be sent the PIP2 form with your name and postcode on it to complete. It is called "How Your Disability Affects You"

A screenshot of a form titled 'How Your Disability Affects You'. It shows two input fields: 'Name' with the value 'Mr Alen Smith' and 'National Insurance Number' with the value 'AA000504A'. Below the fields, there is text that says 'To help you fill in the rest of the form' and 'The enclosed Information Booklet we: explain the questions we ask, give advice on where you can get help to complete the form, and show you how to answer the questions.'.

Supporting References

In both forms you say which healthcare professional knows you well and can describe your disability and what effect this has on you. You can name your Doctor, nurse and or any specialists that you see. You can also add a second person like a social worker or support staff.

You can speak to them first and let them know you will be applying and even ask them to write a comment or reference and send it in with your PIP2 form so you know what is being said.

Doctor



They are asked to provide a

- 1 List of disabling conditions.
- 2 History of condition(s).
- 3 Symptoms and their variability
- 4 Any relevant clinical findings
- 5 What treatment is planned.
- 6 Effects on day to day life
- 7 Any threatening behaviour?
- 8 Ability to travel to an assessment.
- 9 Additional information

Social Worker



The "How Your Disability Affects You" Form

Before you fill in the second form you should use these 6 questions to think about each activity.

1. What is your disability that causes you problems with the activity?
2. Describe the problems you have, giving details and examples.
3. If you use any aids or appliances, list them and explain why you use them.
4. If you need physical help, explain what you need and why you need it.
5. Say when during the day or night you have problems.
6. If your condition varies, try to explain how much and when it varies.

Activity 8 - Reading



The "How Your Disability Affects You" Form



The first question on the form is about which professionals are best at describing your circumstances.

Colin has chosen to put in the name of his doctor. He also has to say when he last saw them and give their full contact details.

For a second person, he decides to put in the name of his support worker, Gillian who knows him really well. He says when he last saw her and what her contact details are.



The next question is about how long you have had your disability or health condition. Archie puts down that he has had a learning disability since birth and that he has also got arthritis and has had this for 8 years.



Question 3 is the first question about how you manage day to day and is about preparing a simple one course meal from fresh ingredients. Neil doesn't use any aids or appliances so he answers No to that but Neil answers Yes to needing someone to help him.

In the next box Neil explains what type of help he needs (someone to help him plan and to supervise what he does) and what he finds difficult about preparing food (knowing what to do next safely).

The "How Your Disability Affects You" Form



The next question is about eating and drinking and Fiona doesn't need any help here. She carefully marks her answers to each part and moves on to the next question which is about Managing Treatments. This is about both medication and how you manage treatments AT HOME. Fiona needs to monitor her blood sugar for diabetes and this takes her about 30 minutes every day. She needs to have her support worker there to help. She marks the right boxes and adds a lot of detail about an example so that it is clear what help she needs.

Fiona's Explanation

- If you put something in the box below you don't have to fill all of the box.

Because of my learning disability I don't always know what to do and get confused.

This means I cannot be relied upon to do my blood test correctly or take the right amount of medication or to remember if I have done the test and taken my medication. In the past I have missed the test and had a diabetic incident as a result where I required medical intervention.

I have an alarm that tells me when to do my test. I have a chart to compare my blood results with the amount of medication I need to take.

My support workers puts my blood tester out with a clean pricker. I do my own blood test but my results are checked by my support worker. I work out how much medication to take and my support worker checks this. Without this help, I would be at risk of taking the wrong amount of medication or none at all.

I need this help on both occasions during the day when I check my blood. This takes about 15 minutes on each occasion making 30 minutes per day and 3.5 hours per week

I need this help seven days a week.

Fiona used the 6 questions on page 5 to help her know what to write. This will give anyone looking at the form a clear understanding of the help she needs.

The "How Your Disability Affects You" Form



Ross doesn't need a lot of help in day to day activities so he answers No to lots of questions. But where he does need help, he takes his time and answers carefully, using the 6 questions earlier to help him get the right amount of information. Questions on Preparing Food, Reading, Mixing With Other People and Making Decisions About Money are most important to him. He gets a friend to help him describe his needs and to write in the answers.

Ross's Explanation

Question 12

Because of my learning difficulties I have problems with numeracy and with planning ahead.

My mum helps me keep cash out each week to pay for my food shopping. I write a list so that I don't spend too much. I can buy things in my local shops and I can manage to hand over the correct money if the assistant takes their time and will take things back if I don't have enough money

I am not good with household bills because I don't know what to do. I get my mum to help me set up payments from my bank account. If anything unexpected happened to my money then I would need to get her help with this. I keep all the brown envelopes until she comes to visit.

My condition doesn't vary throughout the day or from day to day.

Ross used the 6 questions on page 5 to help him know what to write. This will give anyone looking at the form a clear understanding of the help he needs.

WHEN YOU SEND IT IN - KEEP A COPY!

Personal Independence Payment Activities and Descriptors

For Personal Independence Payment, the government will use a number of “descriptors” to see how your disability affects each of the “activities” they use to judge your ability to live independently. These are broad descriptions of what you can do and how much help you need to manage (see Definitions 1 on last page). Each area has a number of possible descriptors. The assessor will look at what you can do to an acceptable standard, safely, repeatedly and within a reasonable time (see Definitions 2 on last page). They will consider whether your disability varies from day to day. If more than one descriptor applies they will then choose the one that gives you the most points.

Daily Living Element

Activity 1 – Preparing food

This activity considers a claimant’s ability to prepare a cooked one-course meal for one from fresh ingredients. It assesses ability to open packaging, serve food, peel and chop food and use a microwave oven or cooker hob to cook or heat food.

	Descriptor	Points
A	Can prepare and cook a simple meal unaided.	0
B	Needs to use an aid or appliance to be able to either prepare or cook a simple meal.	2
C	Cannot cook a simple meal using a conventional cooker but is able to do so using a microwave.	2
D	Needs prompting to be able to either prepare or cook a simple meal.	2
E	Needs supervision or assistance to either prepare or cook a simple meal.	4
F	Cannot prepare and cook food.	8

Activity 2 – Taking nutrition

This activity considers a claimant’s ability to be nourished, either by cutting food into pieces, conveying to the mouth, chewing and swallowing; or through the use of therapeutic sources such as tube feeding using a rate limiting device such as a delivery system or feed pump.

A	Can take nutrition unaided.	0
B	Needs to use an aid or appliance to be able to take nutrition; or Needs supervision to be able to take nutrition; or Needs assistance to be able to cut up food	2
C	Needs a therapeutic source to be able to take nutrition but can carry it out unaided.	2
D	Needs prompting to be able to take nutrition.	4
E	Needs assistance to be able to manage a therapeutic source to take nutrition.	6
F	Cannot convey food and drink to their mouth and needs another person to do so.	10

Activity 3 – Managing therapy or monitoring a health condition

This activity considers a claimant’s ability to:

- (i) appropriately take medications in a domestic setting and which are prescribed or recommended by a registered doctor, nurse or pharmacist;
- (ii) monitor and detect changes in a health condition; and
- (iii) manage therapeutic activities that are carried out in a domestic setting and prescribed or recommended by a registered doctor, nurse, pharmacist or healthcare

professional regulated by the Health Professions Council;

and without any of which their health is likely to deteriorate.

A	Does not receive medication or therapy or need to monitor a health condition; or Can manage medication or therapy or monitor a health condition unaided.	0
B	Needs either –to use an aid or appliance to be able to manage medication; or supervision, prompting or assistance to be able to manage medication or monitor a health condition.	1
C	Needs supervision, prompting or assistance to be able to manage therapy that takes no more than 3.5 hours a week.	2
D	Needs supervision, prompting or assistance to be able to manage therapy that takes more than 3.5 but no more than 7 hours a week.	4
E	Needs supervision, prompting or assistance to be able to manage therapy that takes more than 7 but no more than 14 hours a week.	6
F	Needs supervision, prompting or assistance to be able to manage therapy that takes more than 14 hours a week.	8

Activity 4 – Washing and bathing

This activity considers a claimant’s ability to wash and bathe, including washing their whole body and getting in and out of an un-adapted bath or shower.

A	Can wash and bathe unaided.	0
B	Needs to use an aid or appliance to be able to wash or bathe.	2
C	Needs supervision or prompting to be able to wash or bathe.	2
D	Needs assistance to be able to wash either their hair or body below the waist.	2
E	Needs assistance to be able to get in or out of a bath or shower.	3
F	Needs assistance to be able to wash their body between the shoulders and waist.	4
G	Cannot wash and bathe at all and needs another person to wash their entire body.	8

Activity 5 – Managing toilet needs or incontinence

This activity considers a claimant’s ability to get on and off the toilet, to clean afterwards and to manage evacuation of the bladder and/or bowel, including the use of collecting devices.

This activity does not include the ability to manage clothing, for example fastening and unfastening zips or buttons, as this is covered in activity 6.

A	Can manage toilet needs or incontinence unaided.	0
B	Needs to use an aid or appliance to be able to manage toilet needs or incontinence.	2
C	Needs supervision or prompting to be able to manage toilet needs.	2
D	Needs assistance to be able to manage toilet needs.	4
E	Needs assistance to be able to manage incontinence of either bladder or bowel.	6
F	Needs assistance to be able to manage incontinence of both bladder and bowel.	8

Activity 6 – Dressing and undressing

This activity assesses a claimant’s ability to put on and take off culturally appropriate, un-adapted clothing that is suitable for the situation. This may include the need for fastenings such as zips or buttons and considers the ability to put on socks and shoes.

A	Can dress and undress unaided.	0
B	Needs to use an aid or appliance such as velcro fastenings and shoe aids to be able to dress or undress.	2
C	Needs either prompting to be able to dress, undress or determine appropriate circumstances for remaining clothed; or prompting or assistance to be able to select appropriate clothing.	2
D	Needs assistance to be able to dress or undress their lower body.	2
E	Needs assistance to be able to dress or undress their upper body.	4
F	Cannot dress or undress at all.	8

Activity 7 – Communicating verbally

This activity considers the ability to convey, receive and understand verbal information with other people in one’s native language. This will include speech being put into sign language and written text.

Basic verbal information is information conveyed in a simple sentence. Complex verbal information is information conveyed in either more than one sentence or one complicated sentence.

Communication support means support from another person trained or experienced in communicating with people with specific communication needs.

A	Can express and understand verbal information unaided.	0
B	Needs to use an aid or appliance to be able to speak or hear.	2
C	Needs communication support to be able to express or understand complex verbal information.	4
D	Needs communication support to be able to express or understand basic verbal information.	8
E	Cannot express or understand verbal information at all even with communication support.	12

Activity 8 – Reading and understanding signs, symbols and words

This activity considers the capability to read and understand written or printed information in the person’s native language.

Basic information is signs, symbols or dates. Complex information is more than one sentence of written or printed standard size text – for example, text found in utility bills and bank statements.

A	Can read and understand basic and complex written information either unaided, using glasses or contact lenses.	0
B	Needs to use an aid or appliance, other than spectacles or contact lenses, to be able to read or understand either basic or complex written information.	2
C	Needs prompting to be able to read or understand complex written info.	2
D	Needs prompting to be able to read or understand basic written information.	4
E	Cannot read or understand signs, symbols or words at all.	8

Activity 9 – Engaging with other people face to face

This activity considers the ability to engage with other people which means to interact face to face in a contextually and socially appropriate manner, understand body language and establish relationships. An inability to engage socially must be due to the impact of impairment and not simply a matter of preference by the claimant.

Social support means support from a person trained or experienced in assisting people to engage in social situations, or someone directly experienced in supporting the claimant themselves.

A	Can engage with other people unaided.	0
B	Needs prompting to be able to engage with other people.	2
C	Needs social support to be able to engage with other people.	4
D	Cannot engage with other people due to such engagement causing either overwhelming psychological distress to the claimant; or the claimant to exhibit behaviour which would result in a substantial risk of harm to the claimant or another person.	8

Activity 10 – Making budgeting decisions

This activity considers the ability of a claimant to make everyday budgeting decisions.

Complex budgeting decisions are those that are involved in calculating household and personal budgets, managing and paying bills and planning future purchases.

Simple budgeting decisions are those that are involved in activities such as calculating the cost of goods and change required following purchases.

A	Can manage complex budgeting decisions unaided.	0
B	Needs prompting or assistance to make complex budgeting decisions.	2
C	Needs prompting or assistance to be able to make simple budgeting decisions.	4
D	Cannot make any budgeting decisions at all.	6

Mobility Element

Activity 11 – Planning and following journeys

This activity considers a claimant’s ability to work out and follow the route of a familiar or unfamiliar local journey.

Consideration should be given to safety and whether there would be a substantial risk to the claimant or others if they went out alone.

Orientation aids are specialist aids designed to assist disabled people in following a route.

‘Psychological distress’ means distress related to an enduring mental health condition or an intellectual or cognitive impairment. However, this condition may have a physical root cause – such as unmanageable incontinence which leads to anxiety about making journeys.

Small disruptions and unexpected changes, such as roadworks and changed bus-stops, are commonplace when following journeys and consideration should be given to whether the claimant would be able to carry out the activity as described if such commonplace disruptions occur.

A	Can plan and follow the route of a journey unaided.	0
B	Needs prompting to be able to undertake any journey to avoid overwhelming psychological distress to the claimant.	4
C	Cannot plan the route of a journey.	8
D	Cannot follow the route of an unfamiliar journey without another person, assistance dog or orientation aid.	10
E	Cannot undertake any journey because it would cause overwhelming psychological distress to the claimant.	10
F	Cannot follow the route of a familiar journey without another person, an assistance dog or an orientation aid.	12

DEFINITIONS 1

Supervision is a need for the continuous presence of another person for the full duration of the activity.

Prompting is support reminding or encouraging for part of the task in order to complete a task properly.

Assistance is physical intervention for part of the task in order to complete the activity.

Activity 12 – Moving around

This activity considers the physical ability to move around without severe discomfort such as breathlessness, pain or fatigue. This includes the ability to stand and then move up to 20 metres, up to 50 metres, up to 200 metres and over 200 metres.

This activity should be judged in relation to a type of surface normally expected out of doors such as pavements on the flat and includes the consideration of kerbs.

Standing means to stand upright with at least one biological foot on the ground. “Stand and then move” requires an individual to stand and then move independently while remaining standing.

When assessing whether the activity can be carried out reliably, consideration should be given to the manner in which they do so..

A	Can stand and then move more than 200 metres, either aided or unaided.	0
B	Can stand and then move more than 50 metres but no more than 200 metres, either aided or unaided.	4
C	Can stand and then move unaided more than 20 metres but no more than 50 metres.	8
D	Can stand and then move using an aid or appliance more than 20 metres but no more than 50 metres.	10
E	Can stand and then move more than 1 metre but no more than 20 metres, either aided or unaided.	12
F	Cannot stand; or move more than 1 metre.	12

DEFINITIONS 2

Safely means in a manner unlikely to cause harm to themselves or to another person, either during or after completion of the activity.

To an acceptable standard simply means that activities should be carried out to a standard that is acceptable.

Repeatedly means as often as the activity being assessed is reasonably required to be completed.

Reasonable time period means no more than twice as long as the maximum period that a non-disabled person would normally take to complete that activity.

The "How Your Disability Affects You" Form



There are 2 questions (13 & 14) about how well you get about from place to place. These are used to work out if you should get the Mobility Element of PIP David needs help for planning routes to and from both places that he knows well and unfamiliar places. He ticks Yes for these questions and then adds more information about what help he currently gets. David doesn't need any help physically getting around so he makes that clear in question 14. This question is about moving short distances.

David's Explanation

Because of my learning disability it is not safe for me to undertake a journey to a familiar or an unfamiliar place on my own.

I cannot go out on my own safely even to very nearby places such as the local shops. I often react adversely when in public places as I find crowds and loud noises distressing. I have very poor spatial skills and become easily confused and cannot find my way back. I make judgements that are unreliable and may lead me further away from where I want to be leading to me becoming more anxious. The more anxious I am the more I struggle to communicate my needs, which makes me even more anxious. Combined with my poor short-term memory problems means that I get lost easily even if the route is familiar.

I don't use any aids.

If someone is with me they can calm me down when I get anxious and make sure I don't get confused and lost.

I have these problems with moving around at any time of day or night and on every day of the week.

David used the 6 questions on page 5 to help him know what to write. This will give anyone looking at the form a clear understanding of the help he needs.

Day to Day Changes

When you answer the questions in the form some people will have a disability like arthritis or epilepsy that affects them for just part of the time. The new rules are that for a disability to affect your ability to do a task it must occur on more than half the days in a year. This also counts any aids or appliances that you might use.

An average day



Good Days...



And Bad Days.



Counting them up....



The Interview

After you send the form in, it will be assessed. The DWP may write to the professionals you chose for more information and check it backs up your application.

Some people will be asked to go to an Interview. It will consist of up to 3 parts, Informal Watching, the Conversation, Relevant Tests. You can take someone with you to help you answer the questions and to make sure that you feel comfortable.

Informal Watching- When you get there the assessor starts to watch.



Margo and her friend Aimee arrive.



The Assessor can make decisions based on anything you do.

The Conversation



You will talk about your life and what your disability means to you

The typical day



The Interview

Although the purpose of the interview is to assess you against the various questions, it will not be just going through the questions. The conversation will cover a range of things to identify how you manage. The assessor will also be able to watch you to see how well you do. They may also ask to do a physical examination in some cases.

Day To Day Changes



Your friend can help with answers.

HOW OFTEN ARE YOU AFFECTED? EVERY DAY? ONCE A WEEK?



If you are not affected at least half of the time then it will not count.

Relevant Tests



The Health Professional can ask about your physical or mental health and ask you to do things to show how you are affected.

LOOK AT THE WORDS ON THE LEAFLET. CAN YOU READ AS MANY AS YOU CAN?



How It Works



But Kay sometime cuts herself on sharp knives and undercooks food.



Kay's sister usually has to be in the kitchen.



Repeatedly and timely

To a Fair Standard

Safely



The assessor picks the description for "supervision" and Kay gets 4 points.

How It Works

Emma is able to stand and walk unaided but is soon out of breath.

I CAN WALK FOR 150 METRES OKAY

THEN I SLOW DOWN FOR ANOTHER 100 THEN I HAVE TO REST.

AFTER A FIVE MINUTE BREAK THAT I CAN GET GOING AGAIN.

It takes 3 minues to walk 200 metres

After an hour of this, Emma is tired and needs an hour's rest.

EMMA HAS PROBLEMS WALKING BUT HOW BAD IS IT?

I NEED TO THINK ABOUT THIS

3 MINUTES IS SLOW BUT ITS STILL REASONABLE

Safely and To A Fair Standard

Repeatedly

Timely

SHE IS IN PAIN BUT SHE IS NOT IN DANGER AND SEEMS TO MANAGE.

EMMA CAN KEEP ON DOING IT IF SHE RESTS SO I THINK SHE CAN DO IT REPEATEDLY.

He picks the description for "walking 200 metres" and Emma gets 0 points.

Appealing the decision

You will get a decision from the Department of Work and Pensions telling you what you are entitled to. If you are not happy with this then you can ask the DWP to think again and if this doesn't work then you can make a formal appeal.

The review is also a chance to submit more evidence.



A DWP staff member will look at your claim and let you know.

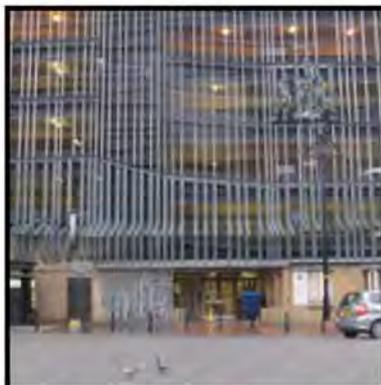
If you are still not happy then you can make an appeal to a tribunal.



There are local offices in Scotland

Getting More Help

There are lots of places that can give you more help. Here are some local places



Citizen Advice Bureau
The Gateway Centre
3 Foregate Square
KILMARNOCK KA1 1LN
01563 544744



Disability Resource
Centre, Burns House,
Burns Statue Square,
AYR, KA7 1UT
01292 616 261



Citizen Advice Bureau
22a Eglinton Street
IRVINE
KA12 8AS
01294 278 051

Ayrshire Stronger Together Group



This pamphlet is made with the help of volunteers from the Ayrshire Stronger Together Group. All the examples are taken from DWP guidance. None of the information used reflects the actual needs of the people taking part.

For new PIP claims you can telephone 0800 917 2222 from Monday to Friday, 8am to 6pm

**or you can write to
PIP New Claims
Post Handling Site B
Wolverhampton
WV99 1AH**

If you already get DLA, you will automatically be sent a letter when it is time for you to claim PIP.

For more information on how the Personal Independence Payment might affect you, you can go to your local Citizen Advice Bureau.

www.cas.org.uk/bureaux

Or you can phone Citizens Advice Direct on 0808 800 9060.

If you want more general advice on how to manage your money you can call the Money Advice Line on 0300 500 5000.



The Learning Disability Alliance Scotland helps people with learning disabilities raise the issues that they are concerned about with politicians and decision makers.

We want to make sure that people with learning disabilities are in the best possible position when it comes to claiming Personal Independence Payment. This pamphlet is one of a number of things we are doing. If you have comments on how it could be improved, please contact us.

The Learning Disability Alliance Scotland,
Second Floor, Thorn House, 5 Rose Street,
Edinburgh, EH2 2PR, Tel 079 201 418 23,
office@ldascotland.org www.ldascotland.org
SC043032