

Guidance for teachers writing a letter in support of a Personal Independence Payment (PIP) claim for a deaf young person

The overall aim of the letter is to explain the difficulties the deaf young person has with certain activities.

The activities PIP is concerned with are:

Daily living activities

- Preparing food
- Taking nutrition
- Managing therapy or monitoring a health condition
- Washing and bathing
- Managing toilet needs or incontinence
- Dressing and undressing
- Communicating verbally
- Reading and understanding signs, symbols and words
- Engaging with other people face-to-face
- Making budgeting decisions.

Mobility activities

- Planning and following journeys
- Moving around.

Examples of things to include

- Details of the young person's level of deafness and what hearing technology they use.
- Details of communication support.
- Explanation of the need for an acoustically friendly environment, such as carpeted floors and low ceilings, and the difficulties caused if this isn't available.
- How often handouts are provided prior to lessons to aid the young person, communication support worker or notetaker.
- Whether the young person is able to follow group discussions.
- Whether the young person mishears or misinterprets things being said in the class. State if they are given an opportunity to discuss after a lesson is finished.
- Whether any extra tutorials are provided in deaf people's life skills (e.g. specific PSE lessons, instruction in the use of textphones, guidance with shopping or other life skills).

- Any extra work in English, maths or other subjects which has to be done with the student.
- Any extra support with reading and understanding text.
- Whether the young person finds it difficult to engage socially in school/college, or suffers from anxiety due to not being able to hear. Please give details of any measures put into place to tackle this.
- If the young person has an escort to and from school/college and on school trips.