



# MacIntyre Academies Venture Academy

## PIP Completion Guide

This booklet has been designed to give you some ideas and phrases that may help you to complete a PIP form.

Not all phrases will apply to you / your young person, and there may be things that we haven't included below.



<b>CONTENT</b>	<b>PAGE</b>
<b>ELIGIBILITY</b>	<b>3</b>
<b>HOW TO APPLY</b>	<b>3</b>
<b>Q 1: LISTING YOUR CONDITIONS, MEDICATIONS AND TREATMENTS</b>	<b>4</b>
<b>Q 2: LISTING YOUR HEALTH PROFESSIONALS</b>	<b>5</b>
<b>Q 3: PREPARING AND COOKING FOOD</b>	<b>6-7</b>
<b>Q 4: EATING &amp; DRINKING/TAKING NUTRITION</b>	<b>8-9</b>
<b>Q 5: MANAGING AND MONITORING TREATMENTS</b>	<b>10-11</b>
<b>Q 6: WASHING &amp; BATHING</b>	<b>12-13</b>
<b>Q 7: MANAGING TOILET NEEDS</b>	<b>14</b>
<b>Q 8: DRESSING &amp; UNDESSING</b>	<b>15</b>
<b>Q 9: COMMUNICATING/TALKING LISTENING AND UNDERSTANDING</b>	<b>16</b>
<b>Q 10: READING</b>	<b>17</b>
<b>Q 11: MIXING WITH THER PEOPLE</b>	<b>18</b>
<b>Q 12: MAKING DECISIONS ABOUT MONEY</b>	<b>19</b>
<b>Q 13: GOING OUT/PLANNING AND FOLLOWING A JOURNEY</b>	<b>20</b>
<b>Q 14: MOVING AROUND</b>	<b>21</b>



## Eligibility

You can get Personal Independence Payment (PIP) if all of the following apply to you:

- you're 16 or over
- you have a long-term physical or mental health condition or disability
- you have [difficulty doing certain everyday tasks or getting around](#)
- you expect the difficulties to last for at least 12 months from when they started

## HOW TO APPLY FOR PIP

### Claim online

[Personal Independence Payment \(PIP\): How to claim - GOV.UK](#)

<https://www.gov.uk/pip/how-to-claim>

or

### Claim by post

You can start a claim by post, but it takes longer to get a decision.

Send a letter to this freepost address:

Freepost DWP PIP 1

Do not write anything except the freepost address on the envelope. You do not need a postcode or a stamp. You'll be sent a form asking for your personal information, such as your address and your age. Fill in and return the form. You'll then be sent a form which asks about your disability or condition.

### Completing and returning the form about your condition

If you apply by phone or post, you'll usually get a form called 'How your disability affects you' within 2 weeks.

Fill in the form using the guidance that comes with it, and return it to the address on the form. Include supporting documents if you have them - for example, prescription lists, care plans, or information from your doctor or others involved in your care.

You have 1 month to return it. Contact the help line if you need more time or have questions.

Telephone: 0800 917 2222

You can read Citizens Advice's who will help you complete your application or visit the website.

<https://www.citizensadvice.org.uk/benefits/sick-or-disabled-people-and-carers/pip/>

### Check if you can apply online

You can only apply for PIP online in some areas. You'll need to check your postcode when you start your application.

To start your claim online you'll need your:

- National Insurance number
- email address
- mobile phone



## Question 1

### LISTING YOUR CONDITIONS, MEDICATIONS AND TREATMENTS

This question has 3 parts:

**1a. You'll need to tell them what condition or disability you have and the year it started.**

- What health condition or disability do you have?
- the approximate start date

You don't need to go into any detail about how your conditions affect you - you can add these details in questions 3 to 15.

You don't need to be too specific about the date if you're not sure - the year it started will be enough.

**1b. You'll need to list any medication you're taking - and include the dosage.**

This includes anything you pay for yourself (for example, painkillers) as well as anything you've been prescribed.

If you're not sure whether a tablet or medication is relevant, it's best to include it anyway.

Write down how often you take each medicine, as well as the strength and dosage if you know it - for example "2 tablets, 50mg, 3 times a day". You can find the strength on the packet or the patient information leaflet that comes with the medicine.

If you've got a printed prescription list you can attach this to your claim form - write your name and National Insurance number on it.

**1c. You'll need to list any treatments, therapies or operations.**

You'll need to include:

- when your treatment or therapy started or when it's due to start
- how often your treatment or therapy is
- the dates of any operations you're going to have

If you're not sure whether a treatment, therapy or operation is relevant, it's best to include it anyway. Include anything that you pay for yourself privately as well as anything you get from the NHS.



## Question 2

### LISTING YOUR HEALTH PROFESSIONALS

You need to give the DWP details of any health professional you've seen about your condition.

Include:

- doctors, GPs, consultants and nurses
- counsellors, psychotherapists and occupational therapists
- people like care workers, support workers, social workers and physiotherapists
- their contact details - in case the DWP need to know more about your condition
- the date you last saw them

If you don't know the exact date you last saw them it's ok to just give the year.

If a family member or friend cares for you, add their details at question 15.



### Question 3

#### PREPARING AND COOKING FOOD

##### LEARNING BARRIERS

- \*\*\*\*\* does not have the focus nor understanding to prepare and cook themselves a meal using fresh ingredients.
- He/She is unable to read a recipe, understand or follow the instructions. He/She would not understand cooking terminology.
- He/She \*\*\*\*\* needs close supervision, step-by-step instructions and assistance to cook even the simplest of foods (eg, put a pizza in the oven).
- The most \*\*\*\*\* can prepare for themselves is a bowl of cereal or toast (for example) but all items have to be accessible.
- He/She generally doesn't understand how appliances work and, even when shown, will forget.
- He/She struggles to find things in the kitchen.
- \*\*\*\*\* needs assistance to ensure the oven is set to the right temperature as they would struggle to do this independently.
- Needs support to measure and weigh ingredients.
- He/She is clumsy, has poor attention and is easily distracted. An example of poor attention is that \*\*\*\*\* will forget what they are doing, walk away and leave the oven-on (for example).
- \*\*\*\*\* requires constant reminders to be safe in the kitchen, especially with sharp utensils (eg, and remembering to use oven gloves etc.).
- He/She has a poor concept of time so would not be able to monitor cooking times without support.
- He/She would also be unable to judge if something is properly cooked or not, defrosted thoroughly etc. He/She would not check best before dates or understand how to store food safely and appropriately.
- He/She often gives up easily when things aren't going well.

##### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Does not have the confidence, independence nor inclination to go to the shop to purchase the ingredients due to their severe anxiety.
- He/She gets overwhelmed by the choice in shops, even with a list.
- Lacks confidence in their abilities, so will not even try.



### PHYSICAL BARRIERS (INC. SENSORY)

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips.
- Physical difficulties make lifting and carrying things impossible. For example, they cannot lift a saucepan off the hob and cannot open the oven door or put a baking tray into or out of the oven.
- He/She does not have the strength/co-ordination to chop ingredients, (for example). They have no strength in their wrists to carry things, open tins, packets etc., even with adapted equipment (i.e., a ring-pull opener). Light-weight pans when full are still too heavy for them to lift.
- He/She is unsteady on their feet and prone to falls which is a hazard in the kitchen.
- Could have a seizure at any time which is a hazard in the kitchen.
- Gets out of breath doing the simplest of task.
- Visually, they struggle with depth perception so can misjudge distances (eg, when putting a plate on a work surface).
- \*\*\*\*\* has to prepare food from a sitting position.
- He/She experiences sensory overload in shops due to the noise, lights, people etc., so avoids them.



## Question 4

### EATING & DRINKING/TAKING NUTRITION

#### LEARNING BARRIERS

- When hungry \*\*\*\*\* is not motivated to get themselves something to eat. More often they will wait for food to be prepared for them.
- He/She has to be pre-warned before anything and needs repeated reminders to leave their room to eat at mealtimes. Even with these repeated reminders, they will often miss meals.
- Generally, he/she has a poor appetite, limited diet, and they will not try new foods. He/She has to be encouraged to eat and prompted when it is mealtimes.
- His/Her poor sleep pattern affects when they eat, and they need encouragement to eat at regular intervals.
- He/She needs reminding to make good food choices and to eat at good times during the day (eg, not before meals or during the night).
- He/She is encouraged to take multi-vitamins due to their poor diet.
- \*\*\*\*\* needs reminding to drink enough fluids during the day.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Due to anxieties, they will only eat at home.
- He/She stops eating during periods of severe anxiety/depression.
- He/She will not eat in front of people.
- Has a fear of vomiting (for example)

#### PHYSICAL BARRIERS (INC. SENSORY)

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips.
- He/She has to be physically fed by another person.
- Is Peg fed.
- Has physical difficulties which make it difficult for them to chew and swallow.
- Their diet is monitored and they are under a dietician because they are underweight/overweight. A food diary is kept.
- Has no strength in their wrists to open packets etc.
- Due to fine motor difficulties they cannot use a knife and fork together effectively to eat or butter bread etc.
- He/She cannot hold a knife steady enough to cut their food effectively so they still need support with this.
- Prefers to eat with their fingers/eat finger food, so has to be encouraged to use cutlery when appropriate.
- He/She has a tendency to overfill their mouth which is a choking risk, so they need reminding to chew and swallow their food before putting more food into their mouth.
- He/She is clumsy drinking from cups and is prone to spilling drinks.
- He/She cannot yet drink from an open cup.
- Encouragement to eat at the table/sit appropriately.



MacIntyre Academies  
Venture Academy

- Sensory issues around eating/drinking cause further challenges (eg, he/she is very sensitive to smells, textures, the way food is presented etc.).
- He/She doesn't seem to feel hunger and thirst.
- He/She needs support to avoid certain foods due to allergies etc.
- Suffers from reflux and needs encouragement to drink milk (for example).



## Question 5

### MANAGING AND MONITORING TREATMENTS

#### LEARNING BARRIERS

- \*\*\*\*\* has no awareness of when to take their medication nor how much to take, therefore they have to be reminded each day, otherwise they would not remember to take it.
- He/She can be reluctant to take medication in general, needing further encouragement and supervision to ensure that they do not spit it out (for example).
- \*\*\*\*\* would not be able to read, understand or follow the instructions on the label of medication.
- If he/she has a headache, for example, they wouldn't think to take paracetamol and would not ask 'what should I do?'
- \*\*\*\*\* needs someone to monitor their condition(s) as he/she is unable to do so themselves.
- He/She would not remember their regular review appointments and could not attend them without support.
- At appointments, \*\*\*\*\* needs someone to explain things to them in the simplest of terms to help them understand, and to help them hear what's being said to them.
- At appointments, \*\*\*\*\* needs someone to help them hear what's being said to them.
- He/She needs help to make good decisions around their health.
- With regard to therapies, \*\*\*\*\* needs to build a good relationship with the therapist before they engage.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- He/She can be reluctant to take their medication, needing further encouragement, and supervision to ensure that they do. These repeated reminders can cause \*\*\*\*\* to become frustrated and agitated.
- He/She is worried about the side effects of taking medication so needs reassurance around this.
- Some appointments (eg, immunisations, blood tests etc.) are still very traumatic for \*\*\*\*\* and they require a lot of encouragement and reassurance to attend these.
- He/She needs to be prepared in advance for health appointments.
- All potentially harmful items (eg, tablets etc.) still have to be locked away at all times.



### **PHYSICAL BARRIERS (INC. SENSORY)**

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips. At appointments, \*\*\*\*\* needs someone to help them hear what's being said to them.
- Needs encouraging and reminding how important doing their daily physio/exercises/therapy. Without this support, encouragement and reminding, they are unlikely to do them at all.
- Sensory issues around attending appointments cause further challenges (eg, size of the building, noise, crowds etc.).



## Question 6

### WASHING & BATHING

#### LEARNING BARRIERS

- \*\*\*\*\* needs repeated prompts to undertake all of his self-care and personal hygiene needs, otherwise he/she is unlikely to do them.
- He/She has low self-esteem and doesn't look after themselves or care about their appearance.
- He/She does not recognise when he/she needs to wash etc. and would remain dirty if left to their own devices.
- On bad days, they may refuse outright to wash etc.
- He/She needs some encouragement to get into the bath or shower as he/she is reluctant to do so, and also needs support to stay on task as he/she is easily distracted.
- All appropriate products have to be accessible otherwise he/she is unlikely to use them, or he/she will use them inappropriately.
- He/She is easily distracted so needs support to stay on task.
- He/She is encouraged to use an alarm to ensure he/she doesn't spend too long in the shower. He/she has no concept of time.
- He/She will do the bare minimum and is forgetful, so needs to be checked afterwards to ensure he/she has washed themselves effectively rinsed shampoo out of their hair etc.
- He/She often lies and says he/she has done something when he/she hasn't.
- He/She needs additional reminders and guidance (eg to use a mirror to shave themselves), and checked to ensure he/she has undertaken tasks (eg shaving) effectively.
- He/She also has to be prompted to clean their teeth properly as he doesn't brush them for long enough.
- He/She still needs help with their appearance (eg, brushing his hair, shaving, encouragement to trim eyebrows etc.).
- He/She needs prompting to dry themselves otherwise he/she will put on their clothes whilst he/she is still wet.
- Needs to be accompanied to hairdressers etc. as they won't go alone.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Due to OCD traits, he/she needs to be discouraged from over washing their hands.
- Has a fear of water.
- Lacks confidence in their abilities, so will not even try.

#### PHYSICAL BARRIERS (INC. SENSORY)

- He/She needs repeated reminders to take their Hearing Aids out to prevent them from getting wet, otherwise he/she is likely to forget.
- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips.
- Due to physical difficulties, is unable to wash themselves.
- He/She has a grab rail to support themselves whilst they lower themselves onto a shower/bath seat. Someone has to be close by at all times in case they slip or fall.
- He/She has no strength in their wrists so they use an electric toothbrush and or shaver



which requires less effort.

- They miss bits of their face when shaving due to their physical difficulties/vision problems so still needs some support with this.
- He/She' s nails still have to be cut for them.
- \*\*\*\*\* has issues with their heart/blood pressure and will pass out if they stand up too quickly. This could present a danger in the bathroom.
- Could have a seizure at any time which is a hazard in the bathroom.
- Gets out of breath doing the simplest of tasks.
- Still needs accompanying to hairdressers etc.



## Question 7

### MANAGING TOILET NEEDS

#### LEARNING BARRIERS

- When in the toilet \*\*\*\*\* needs reminding to close the toilet door and flush the toilet.
- Afterwards they need reminding to wash and dry their hands and, on occasion, to re-dress appropriately.
- \*\*\*\*\* needs prompting throughout the day to use the toilet as has a tendency to hold themselves until its urgent, and they don't recognise when they need to go.
- They need support to manage their periods (eg, reminders to change their pads regularly/dispose of pads appropriately).

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Due to OCD traits, he/she needs to be discouraged from over washing their hands.
- Reluctant to use public toilets and will hold themselves until they get home.

#### PHYSICAL BARRIERS (INC. SENSORY)

- Is doubly incontinent.
- He/She supports themselves onto and off the toilet by holding onto rails. Someone has to be close by at all times in case they slip or fall.
- Has to be physically wiped.
- Physical difficulties means he/she has no strength in their wrists so they use wet wipes to wipe themselves which requires less effort.
- \*\*\*\*\* suffers from pain, discomfort, anxiety relating to constipation. He/She is given reassurance around this and is encouraged to relax etc.
- Could have a seizure at any time which is a hazard in the bathroom.
- Gets out of breath doing the simplest of tasks.



## Question 8

### DRESSING & UNDESSING

#### LEARNING BARRIERS

- Their clothes have to be accessible and laid out for them in advance/in the right order of sequence;
- \*\*\*\*\* has a poor concept of time and no sense of urgency so needs repeated prompting to keep on time when dressing.
- He/She is easily distracted so needs support to stay on task.
- \*\*\*\*\* requires reminders to change their clothes otherwise they would remain in the same clothes for days at a time, and even when they are obviously dirty. Does he/she change too often?
- He/She needs prompting to change for bed (eg, on occasion he/she has gone to bed fully clothed).
- He/She needs guidance on what to wear for what occasion and weathers (eg, \*\*\*\*\* would assume that it is hot if it is sunny, even in winter).
- He/She would need to be encouraged to wear a coat when it's cold.
- \*\*\*\*\* still needs help with fastenings (eg, buttons, zips, shoe laces, ties etc.).
- He/She always has to be told which shoe goes on which foot.
- He/She has to be supported to correct mistakes when dressing.
- \*\*\*\*\* will not say if he/she is too hot or too cold, so needs prompting to take clothes off/put clothes on.
- He/She is also unaware when clothes/shoes have become too small for themselves.
- Their clothes are washed for them as they are unable to use the washing machine;
- Their clothes are ironed for them as they are likely to burn themselves on the iron or forget and leave it switched on.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Lacks confidence in their abilities, so will not even try.
- Very particular about what they will wear/perfectionist.

#### PHYSICAL BARRIERS (INC. SENSORY)

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so he can hear them, and face-to-face as much as possible so they can read their lips.
- Has to be physically dressed.
- Due to their physical difficulties, they struggle to move certain parts of their body to effectively dress themselves so needs some physical intervention from others.
- Dressing/undressing can cause them to lose their balance so someone has to be close by at all times in case they fall.
- Sensory issues around clothes cause further challenges when dressing/undressing (eg, labels have to be removed from clothes, and they will only wear very specific items/materials).
- Could have a seizure at any time which is a hazard when getting dressed/undressed.
- Gets out of breath doing the simplest of tasks.



## Question 9

### COMMUNICATING/TALKING LISTENING AND UNDERSTANDING

#### LEARNING BARRIERS

- Has significant speech & language delay/is non- verbal.
- It is difficult for others to understand them.
- He/She has a stutter/stammer/tourettes.
- \*\*\*\*\* has difficulties understanding spoken language, and may not understand or react to warnings (for example).
- He/She also finds it difficult to get to the point and find the right words, and will often go 'round the houses'.
- Easily loses their thread when speaking.
- He/She is quiet/shy with unfamiliar people.
- He/She has some difficulties understanding facial expressions, body language and social cues.
- He/She doesn't recognise if someone is being mean or unkind to them.
- He/She has a tendency to speak too loudly so has to be encouraged to lower their voice.
- He/She does not understand jokes or sarcasm and is very literal.
- He/She is extremely reluctant to ask for help and wants others to ask or speak on their behalf.
- He/She assumes others always understand them and their needs etc.
- He/She would not ask for help if required.
- He/She won't ask questions to clarify points for themselves, or if they need more information.
- He/She doesn't like people talking about them and, can get very upset if they don't get the response they expect.
- \*\*\*\*\*'s attention often has to be gained first and eye contact is fleeting and on their terms. He/She is more likely to look over someone's head.
- He/She has no filter and can come across rude.
- Does not greet others on meeting.
- Inappropriate language has to be discouraged.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- When anxious, \*\*\*\*\* will repeatedly ask 'Why?' questions to reassure themselves.
- Severe anxiety prevents them from speaking/communicating at all.

#### PHYSICAL BARRIERS (INC. SENSORY)

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips.
- Requires communication aids/another person to be able to communicate effectively.



## Question 10

### READING

#### LEARNING BARRIERS

- He/She is completely unable to read.
- \*\*\*\*\* struggles to read and has suspected Dyslexia.
- Whilst \*\*\*\*\* can read very simple text, their comprehension is poor and they don't always understand what they have read. Therefore, they need support and explanations to help them understand basic written information.
- He/She would not be able to read or understand recipes, instructions, medication labels etc.
- He/She would also not be able to interpret/understand the meaning of signs and symbols unless they were very familiar to them, even if they were warning signs.
- He/She struggles to retain and process information and may forget what they have read. \*\*\*\*\* has to have information repeated to them for it to sink in.
- He/She won't/can't read text if it is too small.
- He/She is a very slow reader.
- \*\*\*\*\* rushes and doesn't read things properly and will miss large amounts of information.
- He/She is also easily distracted when reading

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Too much information on a page of text can overwhelm them, so they need help from someone to break it down for them.
- Lacks confidence in their abilities, so will not even try.

#### PHYSICAL BARRIERS (INC. SENSORY)

- He/She is a slow reader and due to their vision problems.
- Uses reading aids (eg, braille).
- Requires fonts to be enlarged.



## Question 11

### MIXING WITH OTHER PEOPLE

#### LEARNING BARRIERS

- Often ignores others when spoken to.
- Prefers to be at home and not mix with others.
- Usually declines invitations/needs encouragement to join in social activities.
- \*\*\*\*\* is a sociable young person but struggles with social rules, cues and boundaries, and finds social interaction difficult and confusing.
- He/She struggles with social rules, cues and boundaries, and finds social interaction difficult and confusing.
- He/she often misreads social situations which leads to misunderstandings, and he/she needs help from others to make sense of it all.
- He/She has a few friends but generally struggles to make friends/sustain friendships. He/She hasn't extended their friendship group in a long time.
- He/She wouldn't instigate a conversation with someone, especially unfamiliar people.
- Generally, doesn't know how to engage with others.
- He/She invades other's personal space.
- When \*\*\*\*\* feels wronged by someone, he/she will hold a grudge for a very long time. He/She has a very strong sense of right and wrong.
- \*\*\*\*\* is immature for their age and prefers the company of people that are younger than themselves. People of their own age struggle to relate to \*\*\*\*\*.
- He/She wants to please which makes \*\*\*\*\* very vulnerable as he/she can be easily led.
- He/She needs guidance on how to be appropriate in social situations.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- On bad days, he/she will completely withdraw and stay in their room needing encouragement to come out.
- Currently, the only social interactions \*\*\*\*\* he/she has is with ...
- \*\*\*\*\* dislikes being in large groups of people and can't cope with noise/loud voice/multiple voices.

#### PHYSICAL BARRIERS (INC. SENSORY)

- Due to \*\*\*\*\*'s hearing impairment the person helping them needs to be close by so they can hear them, and face-to-face as much as possible so they can read their lips
- \*\*\*\*\* struggles to hear in groups when multiple people are talking, especially when there's additional noise, which can lead to isolation. Therefore, they need help to follow conversation.
- His/Her attention has to be gained first as they do not always hear when they are being spoken to.
- Sensory issues around mixing with other people cause further challenges (eg, crowds, noise etc.).



## Question 12

### MAKING DECISIONS ABOUT MONEY

#### LEARNING BARRIERS

- I am currently \*\*\*\*\*'s Appointee to help him/her manage their money as he/she does not have the mental capacity to do so for themselves.
- Whilst \*\*\*\*\* has a very basic understanding of money, he/she still needs support and reminders about how to manage money safely and appropriately.
- He/She doesn't recognise coins.
- He/She is unable to budget and save money, and he/she sometimes makes impulsive purchases.
- He/She is unable to budget or pay bills, and needs bills explained to them.
- He/She doesn't know the difference between a debit and credit card, and wouldn't associate a bank card with actual money.
- He/She needs help to back purchases/with use of Bank card.
- He/She has to be reminded to set money aside to pay their phone bill etc.
- Whilst he/she also has a basic understanding of the value of money, \*\*\*\*\* struggles to count coins and notes and would not know if they have been short- changed.
- \*\*\*\*\* does not check their bank account before making purchases or withdrawing money and therefore does not know whether they have enough money to pay for their purchases.
- He/She does not also appreciate the worth of money or know what they can afford (eg, they do not know that £1k is a lot of money).
- \*\*\*\*\* is too trusting and therefore very vulnerable and would think nothing of giving their money away if they were asked for it.
- Needs frequent reminders about keeping their PIN number safe etc.

#### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- Lacks confidence in their abilities, so will not even try.

#### PHYSICAL BARRIERS (INC. SENSORY)

- Needs visual aids



### Question 13

#### GOING OUT/PLANNING AND FOLLOWING A JOURNEY

##### LEARNING BARRIERS

- His/Her needs are so great and he/she is so vulnerable that he/her cannot go anywhere alone.
- Needs someone to take them to College, and they won't go anywhere alone.
- He/She has no sense of direction and gets lost easily (even in familiar places, like College).
- \*\*\*\*\* had to be shown and accompanied on new routes/journeys many times before they felt confident to do them alone.
- Only goes to a few very familiar places independently.
- \*\*\*\*\* received support from the Travel Training Team.
- He/She is extremely reluctant to ask for help and wants others to ask or speak on their behalf therefore, if lost, they would not ask for help and would not be able to understand or follow directions.
- He/She would not be able to read or understand bus/train timetables

##### EMOTIONAL BARRIERS (IE, ANXIETY, CONFIDENCE ETC)

- On bad days, he/she will completely withdraw and stay in their room needing a great deal of encouragement to come out.
- His/Her anxieties are so great that he/she will not go anywhere alone.
- He/She will not use public transport due to fears for his/her safety or due to lack of confidence.
- He/She would also get very anxious and would struggle if there were unexpected changes to their journey, including delays. He/She is likely to panic and would be unable to 'think on their feet' and adjust their plans accordingly.
- Lacks confidence in their abilities, so will not even try.
- Needs a lot of planning and preparation ahead of every trip out.

##### PHYSICAL BARRIERS (INC. SENSORY)

- Due to vision/hearing problems, he/she does not have the confidence to use public transport.
- He/She struggles with depth perception so finds it very difficult to judge the distance from the kerb to the vehicle.
- Sensory issues around going out cause further challenges (eg, crowds, noise, weather etc.).
- Could have a seizure at any time which is a hazard when going out.
- Gets out of breath doing the simplest of tasks.



## Question 14

### MOVING AROUND

#### LEARNING BARRIERS

- He/She is unable to walk and uses a wheelchair.
- He/She can just about manage the short walk from the house to the car, but would then have to sit and rest to recover before continuing.
- Once he/she has sat down, he/she will need physical help from someone else to get up again.
- His/Her physical difficulties and health conditions (i.e., heart problems) cause them pain and discomfort, and to tire very easily.
- His/Her physical difficulties makes them unsteady and prone to falls.
- If \*\*\*\*\* falls he/she is not able to consistently put their arms/hands out to save themselves, and they will need support from someone else to get up.
- Outside the home, \*\*\*\*\* is completely wheelchair- bound and is reliant on help from other people to provide them with the accessibility they need including ramps, Evac support etc.
- He/She needs support from other people due to their vision problems when moving around.