

Education & Families weekly update

2021 – ISSUE 35

2nd December 2021



LEARN HERE

Contents

	Page No
1. Seasons for Growth – Reconnector Sessions	2
2. Staff announcement 21/192: The Queen’s Platinum Jubilee Holiday	3
3. Risk and Insurance notification	4
4. Primary 1 Enrolment Procedures 2022/2023	5
5. Update on Pregnant Women – Covid 19	6 - 7
6. New COVID Absence Arrangements	8
7. Education Scotland – Apply to be a Wellbeing Learner Leader	9 - 13
8. Appointment - Teaching Fellow	14
9. Free online courses from the Solihull Approach (NHS)	15
10. Digital Update	16 -17
11. How is your school or nursery helping to tackle poverty?	18
12. Refreshed GIRFEC guidance	19
13. Santa Bikes Initiative Inviting Cumbernauld Families To Request A Free Children's Bike This Christmas	20
14. TNT Newsletter	21– 22
15. Child Disability Payment Update	23 - 57

Seasons for Growth – Reconnector Sessions

North Lanarkshire Seasons for Growth Reconnector sessions



2021- 2022

Reconnector Sessions for Trained Companions

27 th January 2022	3.30 – 4.30pm	Click here to join the meeting
24 th March 2022	3.30 – 4.30pm	Click here to join the meeting
9 th June 2022	3.30 – 4.30pm	Click here to join the meeting

Reconnector sessions are an opportunity to develop knowledge and skills for those who have already undertaken the Children's, Parent or Adult Companion training programme. Companions are required to attend at least one reconnector per year. There is no cost for sessions. Please telephone the Educational Psychology Service on 01236 856200 to book a space.

New to Seasons for Growth?

Seasons for Growth is a **loss and grief education programme** for young people aged 6-18 years. The programme promotes the social and emotional wellbeing of young people who have experienced significant loss through events such as a death, parental separation or imprisonment. The programme is run with small groups of children supported by a trained adult 'Companion'.

Seasons for Growth focuses on helping children and young people understand the impact of change, loss and grief, and develop skills in communication, decision-making and problem-solving. It helps to build a peer support network for the young people.

A Parent programme also exists which can be delivered as a group programme for a small number of adults. This programme supports separation and divorce, and the loss of a loved one.

The Children's programme 2-day training is fully booked for 2021. If you are interested in attending training in 2022, please note interest by contacting the Educational Psychology Service on 01236 856200. Trainers will be Educational Psychologists who are Certified Trainers for Seasons for Growth.

Staff Announcement 21/192: The Queen's Platinum Jubilee Holiday

Issued on behalf of People and Organisational Development



The Queen's Platinum Jubilee Holiday

To celebrate The Queen's Platinum Jubilee, the council has agreed to an additional public holiday in June 2022.

Next year, Her Majesty The Queen will become the first British Monarch to celebrate a Platinum Jubilee, with 70 years of service. To observe this occasion, there will be four days of national celebration commencing on Thursday 2 June through to Sunday 5 June 2022, giving people an opportunity to celebrate this historic milestone with their family, friends and communities. There will be a number of official public events, national moments of reflection as well as community activities which can be found [here](#).

For schools, the late May bank holiday which is normally the last Friday and Monday in May, has been changed to accommodate the Jubilee celebrations and schools will now close to staff and pupils on Thursday 2 and Friday 3 June 2022. The May school holidays will now be as follows:

- Monday 2 May 2022
- Friday 27 May 2022
- Thursday 2 June 2022 and Friday 3 June 2022

For all other employees other than essential services which continue to operate during a public holiday, an additional public holiday has been approved for **Friday 3 June 2022**. Normal arrangements will apply for those who are required to work on the public holiday.

If employees wish to take Thursday 2 June, they should apply for annual leave as usual.

Risk and Insurance Notification

Sent on behalf of Risk and Insurance Team

Following a recent tender exercise, HSB Engineering have been appointed to carry out statutory inspections of plant and equipment including items within education establishments. The inspections include, but not limited to boilers, pressure plant, lifting equipment and LEV's (Local Exhaust Ventilation). This was previously carried out by Allianz Engineering.

When an inspection is due at your establishment, HSB's engineer will contact you either by telephone or by email to arrange a suitable date and time for inspection and where applicable will require items to be prepared before they arrive to carry out the inspection. On completion of the inspection, a report will be prepared by the inspecting engineer and uploaded to HSB's report database, HSB Connect.

An email will be sent to each location using the general enquiry email address (enquiries-at-.....northlan.org.uk) to advise that the report is available to download and action where required. A guide on how to access the system and retrieve the report will follow in a separate email.

Should you have any enquiry regarding the above please let me know.

Martine Ryan

Corporate Communications

North Lanarkshire Council

E: ryanmar@northlan.gov.uk

www.northlanarkshire.gov.uk



Primary 1 Enrolment Procedures 2022/2023

Dear Colleagues,

Similar to last session, Primary 1 enrolment procedures for session 2022/2023 will take place through an interactive online form.

Guidance and a copy of the online enrolment form has been sent to all Head Teachers, Heads of Centres and Private Providers. An advert will be sent to local press. Schools and centres have been asked to share the enrolment form with parents and carers and a deadline for returns has been set for 24th January 2022. Completed forms and accompanying documents should be sent to school's enquiries email addresses.

Kind regards

Gerard McLaughlin
Head of Education (North)

Update on Pregnant Women – COVID-19

The Royal College of Obstetricians and Gynaecologists have advised that pregnant women appear no more or less likely to contract COVID-19 than the general population, and more than two-thirds of identified pregnant women have no symptoms. The most common symptoms of COVID-19 in pregnant women are cough and fever. However, there is growing evidence that pregnant women may be at increased risk of severe illness from COVID-19 compared with non-pregnant women, particularly in the third trimester.

Pregnant employees are asked to follow the latest government guidance which can be found here [Coronavirus \(COVID-19\): advice for pregnant employees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/coronavirus-covid-19-advice-for-pregnant-employees) and should avoid anyone who has symptoms suggestive of coronavirus.

On 22 November 2021, the Scottish Government revised the guidance for all pregnant employees and their employers to the following:

1. Employees who are pregnant at any gestation must have a workplace risk assessment with their Manager and should only continue to work if the risk assessment advises it is safe to do so. The Maternity Risk Assessment can be found here [Pregnant Women – My NL](#).
2. Managers should continue to factor in workplace risks and control measures that can be put in place to protect staff as well as the local prevalence of the virus.
3. Employees who are pregnant with significant congenital or acquired heart disease continue to be on the Scottish Government's Highest Risk List. Further information is available on the Scottish Government website. <https://www.gov.scot/publications/covid-highest-risk/>
4. Pregnant women **who are unvaccinated at any gestation** should take a more precautionary approach in light of the increased risk.

Vaccinated Pregnant Employees

A manager must carry out a Maternity Risk Assessment with all pregnant employees, so that any risks can be identified, and control measures put in place. The Maternity Risk Assessment will now ask if an employee has been vaccinated to allow a full assessment of the risks to be carried out.

Where an employee is fully vaccinated and the risk assessment allows for them to work safely with the appropriate control measures in place, the employee can continue to work for as long as they feel able to do so.

If however, the outcome of the risk assessment does not provide for a safe working environment, the manager must consider ways to ensure the employee's

safety. Measures may include, alternative duties, working from another office or location, working from home or redeployment to an alternative post. If there are no control measures that will ensure the employee's safety, then they should be placed on paid Special Leave until their maternity leave commences.

Non-Vaccinated or Partially Vaccinated Employees

Whilst [vaccinations are recommended for pregnant employees](#), not all pregnant employees will be fully vaccinated. The Scottish Government advises that pregnant employees who are unvaccinated at any gestation should take a more precautionary approach in light of the increased risk of serious illness and of pre-term birth from COVID-19.

Where pregnant employees have not been fully vaccinated, managers should undertake a Maternity Risk Assessment as set out above, and where appropriate consider both how to redeploy and how to maximise the potential for homeworking, wherever possible.

If there are no measures that will ensure the employee's safety, then they should be placed on paid Special Leave until their maternity leave commences.

If you need further advice on how to support pregnant employees, please contact a member of the ER team.

Key advice for pregnant women during the pandemic:

- Follow the [guidance on staying alert and safe \(social distancing\)](#) and [staying safe outside the home](#) including appropriate [use of face coverings](#).
- Keep mobile and hydrated to [reduce the risk of blood clots in pregnancy](#)
- [Stay active with regular exercise](#), a healthy balanced [diet, and folic acid and vitamin D supplementation](#) to help support a healthy pregnancy
- Attend all pregnancy scans and antenatal appointments unless advised not to

Contact your maternity team if you have concerns about the wellbeing of yourself or your unborn baby.

New COVID Absence Arrangements

Suspected or Confirmed Long Covid

Please note that with immediate effect HT's/Education Managers will be required to record suspected/confirmed/long covid as Special Leave not sickness absence. New drop downs in iTrent have been created for this.

The guidance on myNL has been updated to reflect this change (link below) and HT's/Education Managers are asked to familiarise themselves with this.

[COVID-19 \(Coronavirus\) – Absence – My NL](#)

HT's/Managers will receive workflow emails at 3 stages of a COVID absence prompting them to take the appropriate action in regards to iTrent/absence arrangements:

1. Suspected COVID – email on Day 7
2. Confirmed COVID – email on Day 21 (3 weeks) of confirmed COVID absence
3. Long COVID – email on Day 63 (9 weeks) of Long COVID absence (a new Long COVID guidance is available [here](#))

With regards those employees that are already recorded under sickness absence for the above reasons HT's/Managers should not make any changes to iTrent. This will be done by Employee Relations. There are 2 key dates:

From 30 September – anyone recorded under sickness absence from this date will have their absence changed by Employee Relations to special leave up to 12 weeks excluding initial period of Suspected COVID.

Between 12 July and 29 September – will remain recorded as sickness absence but pay will be reviewed to ensure that they have received full pay for up to 12 weeks excluding initial period of Suspected COVID.

Regards

Tracy

Tracy Simpson | Employee Relations Officer

People & Organisational Development | Chief Executive's Office
07583032047 | simpsontr@northlan.gov.uk



Education Scotland – Apply to be a Wellbeing Learner Leader

Dear colleague,

Here is some important information from Education Scotland about a new offer, funded by the Scottish Government to support the Education Workforce.

Please can you forward this email to everyone in your local authority with a responsibility for Health and Wellbeing.

Thank you

Very best wishes

Louise Sanders



'All across Scotland, in every educational context, practitioners are doing great work, not only to look after the wellbeing of their learners, but also investing time so that they, themselves, and their education communities, stay mentally well.

This is going to look different in every community and local authority. We have a project running that gives the time, space and support for you, and the education practitioners you work with, to develop this work.

Opportunity to share with education practitioners you work with:

We have an opportunity for any education practitioner to get involved as a Wellbeing Learning Leader (role description and poster attached) who will lead solutions-led peer-learning around mental health and wellbeing in their community. We are creating space and support for practitioners to put tools into practice and make practical plans to sustainably look after themselves.

Wellbeing Learning Leaders will be expected to commit **approximately ½ day per week from January 2022 – March 31st 2022**. To find out more information and to apply, [find out more information on our website](#).

During this period we will be offering **training and dedicated time and support** for practitioners to learn about tools to look after themselves and how to share these with others. We expect that this space will be co-created by those who participate.

We are keen to hear from practitioners across the education workforce – schools, CLD and early years.

Opportunity for local authorities and strategic leads:

At a strategic level, we would love to connect you with the practitioners in your community.

During the project, there will be the opportunity to support the Wellbeing Learning Leaders in your area and link it to your wider plans.

Calls to action

- 1) **Please share the above information and attached PDFs with your early year centres, schools and CLD departments** – we are keen to involve practitioners from across the country and in all types of roles! We know you will be aware of some great work and amazing practitioners who would love to get involved.
- 2) If you would like to link into this work, please drop Lynn Pilkington an email on lynn.pilkington@thisismilk.co.uk. Please include your role and area you are based in.

We can't wait to hear from you and support you to continue to develop and deliver your vital work!

Lynn Pilkington (She/Her)

Inclusion and Engagement Consultant

Lynn.Pilkington@thisismilk.co.uk

This is Milk

Role Description Wellbeing Learning Leaders

What will Wellbeing Learning Leaders achieve:

- Learn about and implement tools to look after their own wellbeing.
- Share tools and skills with their peer communities.
- Become equipped with knowledge to better support mental health and wellbeing.
- Embed positive changes in the education workforce.
- Be a role-model for learners
- Instigate initiatives to improve wellbeing in the education workforce
- Empower colleagues to improve wellbeing in workplace
- Create a workplace culture where colleagues can say how they are feeling and ask for help without fear of judgment

Things they will do to achieve this:

- Attend training programme to learn tools and put these into practice.
- Share tools and learning with peer community.
- Role model good mental health behaviours and take time to be aware of their mental health and wellbeing.
- Share information, resources, and campaigns about mental health awareness, wellbeing and support to their workplace and wider context
- Make and foster links between existing internal networks, strategies and groups.
- Feeding back any issues that have been identified as a potential area for improvement
- Remember that being supportive is not the same as providing support

What Wellbeing Learning Leaders will not do

- Provide long term 121 support for any colleagues struggling with a mental health problem
- Be asked to act as therapist or councillor in lieu of professional supports
- Promise confidentiality when someone is at risk to themselves or others
- Carry out interventions when a colleague is experiencing a mental health crisis
- Share learning, resources and techniques from unverified sources
- Pressure others into disclosing their own experience of poor mental health
- Walk on by if someone is struggling, instead, find an appropriate person to assist

Attitude

- A passion to improve mental health literacy amongst peers for the benefit of all
- Open to learning new skills and attitudes towards mental health
- A compassionate and empathetic manner
- Have considered their own mental health situation, are they in the right position themselves to help others should they need to



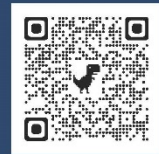
Wellbeing Learning Leaders: Supporting the education workforce to look after themselves

We have an opportunity for any education practitioner to get involved as a Wellbeing Learning Leader who will lead solutions-led peer-learning around mental health and wellbeing in their community.



STEP 1

Visit
<https://rb.gy/5r1bzu>



STEP 2

Complete registration form (linked on page also)



STEP 3

Sign-up for information session(s) in December

<https://rb.gy/5r1bzu>
(booking link on page)

If you have any questions, please drop Lynn Pilkington an email at lynn.pilkington@thisismilk.co.uk

Appointment - Teaching Fellow

Dear Colleagues,

As intimated at our last meeting, the new appointment for a permanent teaching fellow to teach across all courses, including Into Headship is now live. If it is acceptable to your local authority, please circulate to anyone whom you consider might be interested. The link to the post is below (navigate through Faculty of Humanities and Social Sciences and School of Education):

<https://strathvacancies.engageats.co.uk>.

Best wishes,

Joan

Salary: £42,149 - £51,799

FTE: 1.0 (35 hours/week)

Term: Open Contract

Closing Date: 06/01/2022

The School of Education at the University of Strathclyde is the largest provider of Teacher Education in Scotland. We are seeking to appoint a full-time open ended (continuing contract) Teaching Fellow, to support the delivery of our Educational Leadership programmes. This includes our highly successful MEd in Educational Leadership and our Into Headship programmes. The post holder will contribute to the university's commitment to the delivery of high quality learning and teaching and outstanding student experience, as well as enhancing our partnerships with external agencies such as Education Scotland, the GTCS and local authorities.

To be considered for the role, you will have a successful track record of professional experience of leadership in schools, a good honours degree and PhD in a relevant discipline or equivalent professional experience and extensive knowledge in the field of Educational Leadership and Management, with a specific focus on leadership preparation. Applicants will demonstrate an ability to work effectively with a range of stakeholders and to build and maintain successful partnerships and possess high quality interpersonal skills, with the ability to listen, engage and persuade, and to present complex information in an accessible way to a range of audiences.

A headship qualification at SCQF level 11 or equivalence and experience of teaching within the Higher Education sector is desirable.

A late January 2022 or early February start date is required.

Informal enquiries about the post can be directed to Linda Brownlow, Head of School of Education (linda.brownlow@strath.ac.uk)

Formal interviews for this post will be held on 14 January 2022.

[Please click here for full details](#)

Free online courses from the Solihull Approach (NHS)

Colleagues,

Please see below, feel free to share with all your families.

For **ALL PARENTS**, we *all* need a bit of head space and thinking time occasionally ☺

NHS UNDERSTANDING YOUR CHILD
SOLIHULL APPROACH

Christmas time is FAMILY time!

UNDERSTANDING YOUR CHILD (0-19+ YRS)
online course

MODULE 7: HAVING FUN TOGETHER!
(FOR ALL AGES)

learn all about making the most of your time together!

24/7 ONLINE COURSES
WWW.INOURPLACE.CO.UK

North Lanarkshire families
enter the access code LANERCH3 to gain free access

Digital Update

Digital Learner Focus Group

The Digital School team have established a Digital Learner Focus group to gather the views and feelings of learners on the various aspects of Digital Learning, both in terms of how it has supported remote learning but also with a view to shaping how digital tools can support learning and teaching going forward.

Over the next few weeks the pupils on the group will be gathering views of their peers and feeding them back via a MS Form.

The Form will also be shared with Digital Champions to try and gain as wide a view as possible on pupils' views of Digital Learning and Teaching.

Scholar/National E-Learning

Just a reminder to all staff that the Scholar programme remains one of the most successful Teaching and Learning initiatives provided in partnership with Heriot Watt University.

SCHOLAR have a number of staff CLPL Webinars running throughout the session.

A full programme of the range of webinars for this academic session will be published in January 2022, with webinars repeated to maximise the opportunities for teachers to take part.

For further information or if you have any questions, please contact SCHOLAR at scholarengage@hw.ac.uk

SCHOLAR materials have been specially written by subject specialists from schools, colleges and the university. They bring together the best of innovative learning with tried and tested educational approaches and have also been updated over the past few years.

Scholar have 39 online courses at National 5, Higher and Advanced Higher. More information on what courses can be found here: <https://scholar.hw.ac.uk/why.html#availableCourses>

A reminder that Education Scotland's national e-learning offer is also available to support staff & pupils at all levels through the BGE and the Senior Phase. The West OS, available both as a tile on Glow and through the national offer has support for those learners at the senior phase.

The e-learning offer home page can be found <https://education.gov.scot/nelo/>

The home page allows both staff and pupils to search for content by stage, subject and resource type.

Virtual Classroom Update

A reminder to staff that as part of an ongoing offer for children and young people, particularly those who may be isolating due to Covid –19, the Digital School continues to update the NL Virtual Classrooms.

The rooms are presently updated every 2 weeks. As before, the classrooms are differentiated by colour and include an ASN room as well as a Gaelic room. The guides to support the use of the Virtual Classroom

are available for staff within the Digital School on Glow and for parents/carers and young people within the virtual classrooms themselves, which all can access by clicking on the link. You may want to download these from Glow and share on your school's social media.

For staff, there is also a catalogue of Digital classrooms, overviews and plans from Session 20-21 that can be found in the Archive section of the NL Virtual Classroom.

Pupil Devices

In September all schools were issued with a final device allocation. Those schools needing this allocation of devices have made their returns. These devices have all been imaged and issued to the schools. Devices should be issued to families as quickly as possible. These are to provide equitable home use.

If for any reason your school did not make their return, or you have any questions please contact one of the Digital School Team – Craig Barnstaple (barnstaplec@northlan.gov.uk), Alan Cooper (cooperal@northlan.gov.uk) or Jill Woodward (woodwardj@northlan.gov.uk)

For those children and young people who may need to isolate for a fixed period, as was previously arranged you can issue a school device. In the Digital Learning and Teaching Guidance document there is advice on how to do this and forms to keep track of any devices issued.

How is your school or nursery helping to tackle poverty?

I wanted to share the information below about a new Cost of the School Day good practice resource and ask that you share the [survey](#) with schools and nurseries in your area. Alternatively, if you're aware of good examples and want to signpost directly then please do get in touch and let me know.

How is your school or nursery helping to tackle poverty? New good practice survey from Cost of the School Day and Public Health Scotland

Many schools and nurseries are reducing the impact of poverty through policies and practices which ensures that everyone, particularly children and young people from lower income families, have what they need to learn, be happy and feel included. We know that there's a real demand for information about the good practice that's already happening, so today we are launching [a new survey](#) to inform a forthcoming resource for schools and nurseries.

"I'd just like to know what other people are doing. We need more ideas and examples of stuff that works!" (Practitioner)

Public Health Scotland's Facing up to Child Poverty in Schools Practice Network and **Cost of the School Day at CPAG in Scotland** would like to highlight and celebrate good practice which helps to reduce financial barriers. This survey aims to gather information about what's already happening in schools and nurseries, so that we can build a resource featuring case studies, ideas and examples to share more widely.

We would be delighted if you could share [How is your school or nursery helping to tackle poverty?](#) with schools and nurseries through your networks on our behalf. The link is: www.surveymonkey.co.uk/r/TNSCY6Y. The survey will close on 17 December 2021.

Any schools and nurseries who would like to learn more about the Cost of the School Day meantime will find details on our [website](#) and in the project's [Toolkit](#). We are also on Twitter, @CPAGScotland, #CostoftheSchoolDay, and you can sign up our newsletters [here](#).

Many thanks in advance, we really appreciate your time and help.

Sara Spencer | Cost of the School Day Project Manager | Child Poverty Action Group in Scotland

Unit 9 | Ladywell Business Centre | 94 Duke Street | Glasgow | G4 0UW

Direct: 07834375321 | Main: 0141 552 3303

Email: sspencer@cpagscotland.org.uk | Website: cpag.org.uk/Scotland

Working days: Monday to Thursday

Pronouns: she/her

Refreshed GIRFEC guidance

Following discussions at SLT on children requiring additional and intensive planning and supports, and the use of the GIRFEC pathway, six briefing sessions will be held to clarify and strengthen arrangements for children's planning and role of Cluster Meetings. This will focus on:

- Expectation that all children at additional and intensive levels will have individual child's planning meeting and plan in line with GIRFEC pathway.
- All planning around the child must follow a cycle of assessment, planning and review
- The use of professional dialogue as the first step to decide if further assessment and planning is required.
- The role of The Wellbeing App and its use in the context of record keeping and planning
- Guidance on the Named Person and clarification of information sharing where wellbeing needs are identified
- Attendance findings based on data for Vulnerable children

Sessions will be offered on the following dates and will last for one and a half hours, links will be sent to all schools to join the sessions:

9th December 10am

10th December 11am

13th December 9.30am

14th December 1.30pm

15th December 11am

16th December 1.30pm

This is a very significant development and it is important that all schools link in to one of these sessions.

Thanks

Iain Macaulay
Health and Wellbeing Lead

Santa Bikes Initiative Inviting Cumbernauld Families To Request A Free Children's Bike This Christmas

Dear Friend,

We are emailing to provide parents and guardians living in Cumbernauld, Kilsyth and the Northern Corridor with an outstanding opportunity to receive a free bike for their child this Christmas.

Cornerstone House Centre has teamed up with **Wee Cycle Cumbernauld** to identify underprivileged families in the local area who would benefit from this unique innovation. **Santa Bikes** is an exciting initiative which will see 20 recycled bicycles together with crash helmets gifted to children up to the age of 12 across Greater Cumbernauld in time for Christmas 2021.

This week, expressions of interest are being invited from local parents and guardians who wish to receive one of the bikes during December. To request a bike, please email health@cornerstone-house.org.uk with the name, age and gender of the child that the bike would be gifted to and a one or two sentence summary (no more than this please) detailing how receiving the bike would be beneficial to your family. The closing date for submissions is **12.00noon** on **Monday 6 December 2021**.

A decision on which families the bikes are awarded to will be made in early December, taking into consideration the level of need of the parents and children involved. You are permitted to request a bike for more than one child, however if more than 20 requests are received then each family will only be offered one bike.

This welcome enterprise is an innovation of Wee Cycle Cumbernauld, a newly formed organisation which promotes cycling in all its forms across Cumbernauld, encouraging cycling for health, fitness and active transport. The group undertakes bicycle repairs, teaches bicycle maintenance and works with local families to help them keep cycling. The founder of the organisation, Phil Jones, is an experienced motorbike mechanic and a cycle trainer.

For further information on this venture, please [click here](#) or contact Cornerstone House Centre on **01236 739220** or email health@cornerstone-house.org.uk.

With kind regards for the festive season,

The Team at Cornerstone House Centre

TNT Newsletter



Newsletter

Nov 2021

What we did Sept - Nov



THE TEAM

We are a group of Care Experienced people who live in North Lanarkshire. We meet fortnightly to change the Care System within North Lanarkshire.

We remind Corporate Parents of their roles and responsibilities and therefore hold them to account to improve the Care System.....Today Not Tomorrow.

New Group!

Our new group, Mad Middles started in September. This group is for care experienced young people aged 12-16years. The agenda is set by the young people.



Care Experienced Week (Oct)

As well as having activities at our groups, we held a showcase event, displaying the creative work of care experienced young people in Lanarkshire



Check our socials for our amazing video!

National Leadership Visit

TNT were visited by Gary from LCT and took part in a session around the National Leadership Programme, and what it means to be a young leader.



Mental Health

We are working with a number of partners/groups to look at Mental Health Services and what is needed.



Sexual and Reproductive Health

Our over 16's took part in Who Cares Scotland participation survey.

In addition, all North Lanarkshire participants were offered a Sexual & Reproductive Health goodie/information pack, for taking part, donated by NHS Lanarkshire



Police

We engaged with Police Scotland regarding their use of Body Cameras



Finances

We are engaging with the Chief Executive of NLC & the Financial Inclusion Team regarding care experienced young people's finances



What does the Fox say?

He says if you are a care experienced and aged between 8-12 years then join our Crafty Foxes arts group! Every second Tuesday 5pm—6.30pm...get in touch for more info!



NEW MEMBERS

- ✦ Are you aged between 14-26 and care experienced?
- ✦ Is/was your Care Experience within North Lanarkshire?
- ✦ Are you interested in sharing your experiences?
- ✦ Do you want to make changes for other care experienced people and get everyone's voices heard?

Join us! Get in touch for more info

WATCH THIS SPACE

Next time we will update you on our Christmas & Champs Board Progress

For more info:

Please contact our Development Officer, Laura:

lcampbell@whocarescotland.org

01698 657877/07849086191

Child Disability Payment Update

EDUCATION AND FAMILIES ROLE IN COMPLETING SUPPORTING INFORMATION REQUESTS

Child Disability Payment opened for new applications across the country from 22 November 2021.

This is the first of three complex disability benefits to be introduced nationwide by the Scottish Government. This new payment replaces the UK Government's Disability Living Allowance for children. Disability benefit applicants can apply online, as well as by phone, post or face-to-face.

Child Disability Payment, which will be administered by Social Security Scotland, provides families with support for extra costs that a disabled child might have.

Those already receiving Disability Living Allowance for children do not need to apply. These approximately 52,000 current cases are being automatically transferred in phases from the Department for Work and Pensions to Social Security Scotland. This will be completed by spring 2023. The transfer has begun with the cases of those aged 16 or over in receipt of Disability Living Allowance for children and those with a terminal illness being selected first. All other clients aged up to 16-years-old will have their award transferred from spring 2022.

The council has a key role in the delivery of Child Disability Payment. Applicants will be asked if there are key Named Professionals in their life who hold information which may relate to their application. They can advise Social Security Scotland who these individuals are. Social Security Scotland will then come direct to either the Council, GPs or Health Professionals to seek specific information in the form of a Supporting Information Request.

A process has been developed with NLC to manage and route these requests and this is outlined in the attached guidance. These Supporting Information Requests should start to arrive with the Council within the next couple of weeks and individual Head Teachers, Heads of Centre or Senior Social Workers will be contacted as outlined in the guidance. The information requested will help inform the application process, so a prompt response is essential.

A Front Door Team has been established in Education and Families and any queries should be routed through them in the first instance. A specific mailbox has been established to route the Supporting Information Requests which is NLCRequests@Northlan.gov.uk

Please be aware that applicants do not need to use this route for gathering supporting information. They can choose to come direct to council professionals such as Head Teachers and Social Workers to seek this information.

Alan Henry
Senior Education and Families Manager
Henryal@northlan.gov.uk



North Lanarkshire Council

Child Disability Payments

Internal Guidance for Named Professionals

Last updated: **01/12.21 – Version 1**

Please note that this guidance will be subject to amendment as we progress through the pilot and updated as required please check the date and version

KEY	
FDT	Front Door Team (NLC Staff located Education and Families – Standards & Inclusion Team)
SSS	Social Security Scotland
SIR	Supporting Information Request form (generated by SSS)
OC	Objective Connect (Shared business system platform used to facilitate the completion of SIRs). Accessed in the main by FDT staff
NP	Named Professional – note this term does not have the same meaning as Named Person and is used to refer to any professional within NLC nominated by an applicant to provide supporting information
TBC	To Be Confirmed – more detail to be provided when we have received our initial SIRs for processing

Contents

Introduction to CDP processes at NLC/General overview	25
CDP Guidance for Named Professional	26
Further Information from NLC Financial Inclusion Team	29

Introduction to CDP processes at NLC/General overview

New Child Disability Payment benefit applications to Social Security Scotland went live on 22 November 2021.

This benefit provides financial assistance towards additional supports for children and young people who may need them because of their disability. CDP replaces what was formerly known as Children's Disability Living Allowance

Applicants can now opt to provide details on the application of a "Named Professional" who may be able to provide information supporting their application. This individual may be any member of staff from a range of service teams with knowledge of the child's health condition and any supports required and be based within our Education and Families service.

Applicants can also give permission for Local Authorities to designate the most appropriate member of staff to provide a response to the Supporting Information Request.

This guidance document gives details of the processes used within North Lanarkshire Council to facilitate the gathering of information from Named Professionals and sharing responses with Social Security Scotland.

You may also find it useful to refer to the full external guidance document provided by Social Security Scotland and attached as **Appendix One** and at this link [Social Security Scotland](#)

CDP Guidance for named professionals

Please see below for information in relation to Child Disability Payment Supporting Information requests together with the internal processes which support

<u>Social Security Scotland</u>	<ul style="list-style-type: none"> • New benefits agency in Scotland • Administering some benefits that used to be organised by UK Department for Work and Pensions.
<u>Child Disability Payment</u>	<ul style="list-style-type: none"> • This benefit provides financial assistance towards additional supports for children and young people who may need them as a result of their disability • The new benefit application process started in 3 pilot councils only (Perth & Kinross, Dundee, Western Isles). Other local authorities joined on 22 November 2021 • Applicants can now detail on the application a "named professional" who may be able to provide information supporting their application
<u>Named Professional</u>	<p>This could be a member of staff from a range of service teams who may have knowledge of the child's health condition and the support required e.g.,</p> <ul style="list-style-type: none"> • Schools • Social Work • Health <p>By gathering information from professionals, Social Security Scotland (SSS) is able to use information available in the public domain and remove the burden placed on claimants to provide this information</p>
<u>Application Process</u>	<ol style="list-style-type: none"> 1. The SSS Case Manager receives the CDP application from the parent/carer and decides if further supporting information is required 2. If it is necessary, the Case manager in Social Security Scotland will generate a Supporting Information Request (SIR) form which will be made available to the local authority, and the Front Door Team (FDT) will download this SIR and will pass a link to this form by email to either: <ol style="list-style-type: none"> a) Head Teacher & Depute Head of a school (primary, secondary and special school) b) Head Teacher & Depute Head of a primary school regarding a Nursery Class c) Head of Centre or Depute Head of Centre for Family Learning Centre d) Senior Social Worker and Social Worker 3. If there is more than one Named Professional, it will go to each.

<p><u>Application Process</u></p>	<p>4. The Head Teacher, Head of Centre or Senior Social Worker will review the SIR and</p> <p>a) where they are the Named Professional, they will complete the SIR and return to Front Door Team</p> <p>b) Where another individual is identified as the Named Professional and they will pass on to that individual. For example a class teacher, social worker.</p> <p>c) If the Named Professional is unknown, the form should be returned to the Front Door Team with an explanation as to why it cannot be completed.</p> <p>d) If the Named Professional has moved role but there is another person supporting the child, the section on the form (see Appendix Two for example) which identifies this individual should be completed and returned to the Front Door Team.</p> <p>5. The Named Professional is requested to complete the form</p> <p>6. Advice and guidance will be made available should this be needed. See appendices to this guidance and the information on the Financial Inclusion Team support.</p> <p>7. Sign-off of the SIR by a Manager may be required. For instance, by the Head Teacher if you are a class Teacher</p> <p>8. Finally, when the SIR form is signed off, the Front Door Team should be advised by email at NLCSIRequests@Northlan.gov.uk</p> <p>9. Front Door Team will take care of ensuring that your response is passed back to Social Security Scotland.</p>
<p><u>What questions could I be asked?</u></p>	<p>Social Security Scotland may choose to ask questions from a bank of 36 standard queries. There will be between 5 and 9 questions asked. Below is a summary of the standard questions you may be asked.</p> <p>A fuller description of the CDP Question Bank for Named Professionals is attached as Appendix One</p>
<p><u>Question categories</u></p>	<p>Question categories include...</p> <ul style="list-style-type: none"> • Conditions and sensory issues • Daily living • Medication • Equipment and changes to the home • Treatment and therapies • Moving around outdoors • Eligibility

<p><u>Completion of form</u></p>	<p>When completing the form, you can either select...</p> <ul style="list-style-type: none"> • Yes, I have information to share <ul style="list-style-type: none"> ○ (enter details in the available box) • I have some information, but may not be the best person to ask <ul style="list-style-type: none"> ○ (enter details in the available box) ○ You can suggest an alternative person you believe may be able to complete the form • I have no information to share <ul style="list-style-type: none"> ○ You can suggest an alternative person you believe may be able to complete the form • If you are nominated by the applicant as a "Named Professional" • You will receive an email with a link to the supporting information form, along with a copy of this guidance in its most up to date version • Please complete the form as fully as you can. If you have any problems with formatting, please don't worry. The content of your response is more important. • Arrange for the form to be signed-off by your Head Teacher/Line Manager (if required). Please note that if your role is based within a school, we advise that you ensure that the Head Teacher, or another appropriate member of staff, is given the opportunity to review and approve the information provided in the Supporting Information Request form. For staff who are not based in schools, this sign-off procedure may vary according to the standard practice in place within their Service area. • Finally, reply to the Front Door Team to confirm the form is complete and signed-off • Financial Inclusion Team – Quality Assurance Review (Strategic and Appeals Team) – periodically the responses will be reviewed by the Financial Inclusion Team to identify common themes where additional guidance/support may be helpful.
<p><u>How long do I have to complete the form?</u></p>	<ul style="list-style-type: none"> • Please respond to the request for information within 10 working days • If you need any longer than this, please email NLCSIRequests@Northlan.gov.uk • Give the link reference from the email title, and provide a brief reason for the delay
<p><u>Additional information</u></p>	<ul style="list-style-type: none"> • An assistant can fill out the supporting information request form on behalf of the Named Professional. • It is important that you alert the Front Door Team on NLCSIRequests@Northlan.gov.uk if you become aware that the SIR will take longer than 10 days to request. Please contact them to advise of the reason • Should you find that you need further advice on the process, please contact us at NLCSIRequests@Northlan.gov.uk and provide full details of any difficulties in completing and we will assist as much as we can.

Further Information from NLC’s Financial Inclusion Team

Our NLC Financial Inclusion Team (FIT) would be pleased to offer impartial advice to staff on the new Child Disability Payment (CDP) but would ask that you review their information in the first instance, to see if your question can be answered here before contacting them by telephone or email. The main details of the new CDP benefit can be found in the appendices to this document or at:-

<https://www.mygov.scot/child-disability-payment#:~:text=You%20can%20apply%20for%20Child%20Disability%20Payment%20for,made%20up%20of%20%20components%3A%20care%3B%20mobility%3B%20Children%3>

If you are used to answering questions on behalf of parents and carers on the previous UK Government Disability Living Allowance, disability benefit for children evidence request forms, then you should not find them differing too much for CDP, if you are asked to complete any as a named professional. The key differences for CDP relate to the new process in place around data-sharing between SSS and Local Authorities and Health Professionals.

Our Financial Inclusion Team deal directly with customers on a wide range of benefit enquiries. In general, FIT would advise staff to keep responses factual, accurate and timely and would request that any named professionals complete at earliest opportunity. This will help to minimise any further delay on the benefit award decision when the response is returned to Social Security Scotland.

The form should be completed from a point of view of reasonableness, you should think about what is reasonable to expect the child to do and how this compares to a child of the same age with no disability e.g. “Johnny is unable to cross a road without assistance/supervision, most of Johnny’s peers can, it would be reasonable to expect Johnny to be able to do this, however due to his disability we have safeguards in place...”

Fitappeals@northlan.gov.uk

01698-332551

Additional information

There are also stakeholder videos which may prove useful [Social Security Scotland - Child Disability Payment - stakeholder videos](#). In addition this link provides information on the application form for Child Disability Payment including the specific questions asked in relation to each section which may prove useful - [Questions asked when applying for Child Disability Payment - mygov.scot](#)

Links to other information that provide wider details of the CDP processes		
	Link to bank of standard CDP Supporting Information Request (SIR) Questions	See Appendix One
	Exemplar of Supporting Information Request Form	See Appendix Two

SOCIAL SECURITY SCOTLAND – GUIDANCE FOR SUPPORTING INFORMATION REQUESTS

Local Authorities guidance for supporting information requests

Questions guidance for supporting information requests

Conditions and sensory issues

In this section we ask about any conditions and sensory issues the child or young person has.

We consider these details in relation to what's expected at the child or young person's age.

If you're waiting for the results of a test or diagnosis, you can tell us about any symptoms they have and how they are affected.

Sensory issues could include anything that affects their:

- learning ability
- sight
- hearing
- speech
- development
- behaviour
- physical ability
- mental wellbeing.

Examples of some conditions you might want to add:

- learning difficulties
- behavioural disorder
- hyperkinetic syndrome
- neurological diseases
- epilepsy
- skin disease
- psychoneurosis
- cystic fibrosis
- bowel and stomach disease
- selective mutism

- autism spectrum disorder (ASD)
- glue ear
- cholesteatoma
- auditory processing disorder (APD)
- microtia and atresia
- optic atrophy
- disorders of the optic nerve or retina
- blood disorders.

Do you know if the child or young person's symptoms affect their learning ability?

For example: do their symptoms result in issues that prevent their learning, such as memory issues, trouble concentrating or emotional distress?

Do you know if the child or young person's symptoms affect their sight?

For example:

- blindness
- partial sight (sight impaired)
- visual processing difficulties (cerebral or cortical visual impairment)
- cannot see letters on a computer keyboard
- cannot see large print in book, reader or screen
- cannot see single words displayed one at a time
- cannot see what is happening on screen in a tv show
- cannot see what they are having for dinner
- cannot see something that moves slowly
- cannot see something that moves quickly
- cannot see large shapes, such as furniture
- cannot see small shapes, such as toys or pencils
- cannot see shapes and movement in low light
- cannot recognise someone's face close to them
- cannot recognise someone's face across the room
- other difficulties seeing.

Do you know if the child or young person's symptoms affect their hearing?

For example:

- moderate hearing loss
- mild hearing loss
- profound hearing loss
- severe hearing loss
- cannot hear a whisper in a quiet room
- cannot hear a normal voice in a quiet room

- cannot hear a loud voice in a quiet room
- cannot hear TV, radio or CD except at a very loud volume
- cannot hear a school bell or car horn
- other difficulties hearing.

You can tell us if the help needed can vary at different times or situations. You can include any physical or mental problems caused by their hearing or what they can hear.

Do you know if the child or young person's symptoms affect their speech?

For example:

- cannot speak clearly in sentences
- cannot put words together to make simple sentences
- cannot speak single words
- cannot communicate through speech with someone they know
- cannot communicate through speech with someone they don't know
- other difficulties speaking.

Tell us if the help needed can vary at different times or situations.

You can also tell us if the child or young person's symptoms may also result in non-verbal communication.

For example:

- writing
- BSL (British Sign Language)
- lip-reading
- hand movements, facial expressions
- Makaton
- Signalong
- sign supported English (SSE)
- signed English (SE)
- picture exchange communication system (PECS)
- Tadoma
- other ways of communicating
- cannot communicate with someone they know
- cannot communicate with someone they do not know.

Tell us if the help needed can vary at different times or situations. You can also tell us about anything we have not listed in the examples.

Do you know if the child or young person's symptoms affect their cognitive development?

For example:

- If the child or young person has language delay
- If the child or young person has memorisation issues.
- If the child or young person has problems maintaining concentration/attention

Do you know if the child or young person's symptoms affect their physical ability and development?

For example:

- is the child or young person walking or moving with low confidence?
- is the child or young person anxious about moving independently?
- is the child or young person slow to develop walking or to learn how to feed themselves?
- does the child or young person need one-to-one assistance?

Do you know if the child or young person's symptoms affect their mental wellbeing?

For example:

- is the child or young person confident in an environment without a direct carer?
- is the child or young person frightened of going out to play on their own in unfamiliar environments?
- is the child or young person receiving support or in need of support for psychological needs?

Do you have other relevant information about the child or young person's condition and sensory issues?

You can also include other conditions and sensory issues that may not be in the examples. Include the type of issues they have, how this affects them and any help or support they need because of these issues.

Examples of sensory issues might include issues with:

- touch
- food or taste
- smells
- bright lights
- loud noises.

Daily Living

In this section we ask about any help, support or care the child or young person needs during the day or night, including: physical support, like helping them with equipment or:

- eating and drinking
- going to the toilet
- washing themselves.

And non-physical support, like:

- checking their safety
- helping them
- prompting them to do something.

Do you know if the child or young person has fits, seizures or blackouts?

Examples of fits, seizures or blackouts include:

- epileptic fits
- non-epileptic fits
- febrile fits
- faints
- absences
- loss of consciousness
- 'hypos' or hypoglycaemic attacks.

You can also tell us things like whether the child or young person can recognise warning signs and tell an adult or recognise warning signs and take action on their own.

You can tell us whether the child or young person:

- has been seriously injured because of a fit, seizure or blackout
- has no warning signs
- needs supervision immediately after a fit, seizure or blackout
- is unable to communicate warning signs
- needs someone to encourage, prompt or watch over them.

Include how seriously they can be affected and how often it can happen.

Do you know if the child or young person's symptoms mean they need help to do things like washing, going to the toilet, dressing and eating?

Washing

You can tell us about the help the child or young person needs going to or using the toilet during the day. You can include how often they need help and how long it can take doing things like:

- having a wash
- cleaning their teeth
- washing their hair
- getting in or out of the bath or shower
- cleaning themselves in the bath or shower
- drying themselves after a bath or shower
- checking their appearance
- whether they need someone to encourage, prompt or watch over them.

Eating or drinking

You can tell us about the help the child or young person needs eating or drinking. You can include how often they need help and how long it can take.

You can also tell us things like whether they:

- are unable to eat or drink without support
- need supervision when eating or drinking
- are tube or pump fed
- can use a spoon
- need their food cut up on their plate
- can drink using a cup
- need someone to encourage, prompt or watch over them.

Tell us if the help needed can vary at different times or in different situations. You should include how often they need help and how long it can take.

Do you know if the child or young person's symptoms affect how they move around inside and if they often fall over?

This may include any issues they have moving around in their home, a friend's home, school or anywhere else inside. (Chairs can also mean wheelchairs.)

Below are some examples of things they might have issues with:

- going up or down stairs
- moving around safely
- getting into or out of a chair
- no sense of danger or risks
- needing someone to encourage, prompt or watch over them.

You should include how often they need help and how long it can take. For example, tell us if the help or support needed can vary at different times or situations.

You can also include further variations such as whether the child or young person falls when moving around indoors or outdoors resulting in the following or similar:

- pain
- having to go to hospital
- upset or distress for them
- being unable get up without help
- other affects.

You should include how often they need help and how long it can take.

Do you know if the child or young person's symptoms mean they need help and support at school, doing hobbies or activities?

Examples of some hobbies:

- drawing, painting and crafts
- reading
- playing computer games
- playing board games
- after-school activities or clubs
- swimming
- youth clubs or groups
- other social activities or hobbies.

Examples of activities:

- changing clothes for activities
- eating
- taking medication or doing therapy
- communicating or understanding instructions
- taking part in class activities
- help or support with their toilet needs
- learning and educational.

Include who helps them, if they need more or less support than at home and if any help they need is not available at school or nursery.

If they do not take part in any activities, you can tell us about any activities or hobbies they would do if the right help or support was available.

Do you know if the child or young person's symptoms mean they need supervision to keep safe?

This could include needing someone to keep an eye on them because of how they feel or behave, or how they react to people and things around them.

Supervision might include:

- help to recognise and react to common dangers
- help to cope with planned changes to the daily routine
- help to cope with unplanned changes to the daily routine
- they need someone to encourage, prompt or watch over them.

For example, tell us if the supervision needed can vary at different times or situations. You could include how often they need supervision and how long it can take.

Do you know if the child or young person's symptoms mean they need help and support during the night or day?

Night

(Night begins when you go to bed. For example, if the child or young person goes to bed at

7pm and you go to bed at 10pm. then night begins at 10pm.)

Help or support might include the child or young person needing help:

- getting out of or back into bed
- moving around
- help or support with their toilet needs
- getting cleaned up or changing clothes
- taking medicine
- monitoring or managing equipment
- other help or support.

You can include who helps them, if they need more or less support than during the day and how often and how long it can take.

Day

(Day begins when you get up. For example, if you get up at 6am and the child or young person gets up at 8am then day begins at 6am.)

Help or support might include the child needing help:

- going to the toilet
- managing a catheter, ostomy or stoma
- managing nappies or pads
- getting on or off the toilet
- managing clothes
- getting dressed
- getting undressed
- managing zips, buttons or other fastenings
- choosing the right clothes
- they need someone to encourage, prompt or watch over them
- other help or support
- getting dressed
- getting undressed
- managing zips, buttons or other fastenings
- choosing the right clothes.

Getting in and out of bed

You can tell us if the help needed can vary at different times or in different situations.

They may need help:

- waking up

- getting into bed
- getting out of bed
- settling in bed.

Do you have other relevant information about the help, support or care the child or young person needs?

This could include information about:

- their development
- understanding things around them
- recognising surroundings
- following instructions
- playing with others
- playing on their own
- joining in activities with others
- behaving appropriately
- needing someone to encourage, prompt or watch over them
- other help or support.

For example, you can tell us if the supervision needed can vary at different times or situations.

You can then tell us about your choices, or add other descriptions of the help they need with their development.

You should include how often they need help and how long it can take.

Medication

In this section, we ask about any medication the child or young person needs. You can tell us how often they need each medication and the level of support they need to take them.

Do you know if the child or young person takes any prescribed medication?

If you answer is Yes, you can tell us:

- the name of the medication
- the condition or symptom the medication is for
- the dosage
- how often they take it
- how they take it (for example, orally or by IV). You should write down as many as you need. For example: Ritalin, 50mg, once a day

Medication can include:

- pills
- capsules
- tablets
- creams
- injections
- salves
- remedies
- medicated wraps
- inhalers
- patches
- over the counter remedies.

Do you know if the child or young person needs support to take their medication?

For example:

- Someone else has to prepare it or give it to them?

Do you know if the child or young person's daily life is affected by any side effects from their medication?

Side effects can be anything that affects their daily life because of the medication, but that would not happen if they did not take the medication.

Do you have other relevant information about any medication the child or young person takes?

This could be anything we haven't mentioned that you think may be relevant.

Equipment and changes to the home

In this section we ask about any equipment the child or young person uses or any changes made to their house.

Equipment could support their physical, sensory or emotional needs. They could use these at home, at school or anywhere else.

For example:

- hoists
- splints
- walking frames
- wheelchairs
- assistive technology like screen readers
- learning aids like computer programmes
- sensory aids
- communication aids like picture exchange cards
- crutches
- buggies
- any other equipment or adaptation.

They could use these at home, at school or anywhere else.

Changes to their home could be a number of things.

For example:

- ramps
- slopes
- rails
- changes to the home or family car.

You can tell us how they use the equipment and what help they need to use it. You can add as many as you need.

Include what you have to do to help them in the home and if this can change from day to day. You should tell us how long it takes to give this support.

Do you know if the child or young person uses any equipment or adaptations to support their sensory needs?

For example:

- glasses
- hearing aids
- cochlear implants
- any other equipment or adaptation.

Do you know if the child or young person uses any equipment or adaptations to support their emotional needs?

For example:

- specific room layouts
- adapted lighting
- any other equipment or adaptation.

Do you know if the child or young person's needs require changes to the home?

For example:

- ramps or slopes
- rails
- changes to the family car
- any other change to their home.

Do you have other relevant information about equipment the child or young person uses or changes to their home?

This could be anything we haven't mentioned that you think may be relevant.

Treatment and therapies

In this section we ask about any treatments or therapies that the child or young person gets.

You can tell us how often they receive each treatment or therapy, how long it takes, and any help they need with them.

For example:

- chemotherapy, once a month, for two hours
- art therapy, once a week, for one hour.

Treatments and therapies can be given by:

- healthcare professionals
- the child or young person's parent or guardian
- anyone involved in helping or supporting the child or young person.

Treatments and therapies can include:

- medical treatments like chemotherapy or dialysis
- counselling
- sessions to improve wellbeing like art therapy or working with animals
- cognitive behavioural therapy (CBT)
- hypnotherapy
- play therapy.

You can explain what you have to do to help them and if this can change from day to day.

Do you know if the child or young person has any planned medical treatments?

For example:

- physiotherapy
- occupational therapy
- dialysis
- infusions
- any other medical treatment.

Do you know if the child or young person has any planned mental health treatments?

For example:

- counselling
- cognitive behaviour therapy
- any other mental health treatment.

Do you know if the child or young person does any activities to improve wellbeing?

For example:

- art therapy
- working with animals
- any other wellbeing activity.

Do you have other relevant information about the child or young person's treatments and therapies?

This could be anything we haven't mentioned that you think may be relevant.

Moving around outdoors

In this section, we ask you about how much help or support the child or young person needs moving around outdoors.

Moving around outdoors questions

Do you know if the child or young person's symptoms affect their physical ability to walk?

For example:

- walks with support
- walks with a limp
- walks with an unusual gait
- walks on toes
- shuffles
- drags their leg
- has balance issues
- struggles to keep up with friends
- moves slowly
- other issues
- no issues
- the child or young person is unable to walk outdoors under any circumstances
- if the child or young person is a full-time wheelchair user or is unable to leave the home at all
- some ability to walk but needs help or support for physical or emotional issues
- no physical, mental or emotional issues moving around outdoors. Include if how they walk can vary at different times.

Do you know if the child or young person's symptoms mean they need help and support to move around outdoors?

For example:

- all the time
- most of the time
- sometimes
- no
- never.

Do you know if the child or young person has any other physical or mental health issues that could affect them moving around outdoors?

For example:

- physical issues
- mental health issues
- emotional issues
- sensory issues
- learning difficulties.

These issues could include some of the below examples:

- pain
- tired
- bleeding into joints
- broken bones
- pulled muscles
- breathing problems
- emotional distress
- confused
- put themselves in danger
- gets confused or lost
- other effects
- no effect
- become anxious
- become confused or lost
- display unpredictable behaviour
- runs away
- become a danger to self or others
- refuses to walk
- other issues.

Include how seriously they can be affected and how often it can happen.

Do you have other relevant information about any help or support the child or young person needs to move around outdoors?

For example, the child or young person may have difficulty:

- finding their way around places they know
- asking for and following directions
- walking safely next to a road
- crossing a road safely
- understanding common dangers
- other issues.

Or the child or young person may need guidance or supervision when moving around outside.

For example:

- all the time
- most of the time
- sometimes
- no
- never.

Include how seriously they can be affected and how often it can happen.

Eligibility

To qualify for Child Disability Payment, the child must:

have had their conditions and symptoms for 3 months or more

expect to have their conditions and symptoms for the next 6 months

Please give us any relevant details below. For example, if you understand a condition is likely to:

get worse

get better

be variable

SOCIAL SECURITY SCOTLAND – EXAMPLE OF SUPPORTING INFORMATION REQUESTS FORM

Child Disability Payment: Information request

This is a request for information from Social Security Scotland.

For the attention of:

John Smith

North Lanarkshire Council

The applicant has authorised us to approach you to provide supporting information for their case.

The applicant has also given permission for another person in the organisation to complete this request if they hold the information to do so.

We have an information-sharing agreement with your organisation. This enables us to legally share information about social security applications. You can find out more at socialsecurity.gov.scot.

We're looking for information to support an application for Child Disability Payment. We have the applicant's authorisation to contact you about their application.

What we need you to do

You've been identified as a professional who can provide information for a Child Disability Payment application.

We're asking you to provide details in relation to a specific area of the application. We do not expect you to answer outside of your area of expertise.

We need you to answer the questions with as much detail as you can, but only provide information related to what is being asked.

How your information helps us

We use this form to help build our understanding about the child or young person's needs, care and daily life.

We review the information you provide as part of the application along with other supporting documents. Once we've made a decision, we'll contact the applicant to let them know.

If you cannot complete this form

If you do not have enough information to complete this form, you can tell us about someone else who can help. You will be able to add details for other professionals you know of who are involved in the child or young person's care.

Contact us

You can call us free on 0800 182 2222 if you have any questions.

We're open Monday to Friday from 8am to 6pm.

Data protection

To find out more about how Social Security Scotland uses the data you supply, you can either:

- go to mygov.scot/social-security-data
 - call us free on 0800 182 2222 and select the relevant benefit
-

Application details

We have listed below the details of the person who has applied for Child Disability Payment and the child or young person they care for.

If you have any problems matching these details with your records, call us free on 0800 182 2222.

We're open Monday to Friday from 8am to 6pm.

Applicant's first and last name:

Applicant's address:

Child or young person's name:

Child or young person's date of birth:

Daily living

In this section we ask about any help, support or care the child or young person needs, including:

- physical support, like helping them with equipment or doing something for them
- non-physical support, like checking their safety, helping them or prompting them to do something

We consider these details in relation to what's expected at the child or young person's age.

Do you know if the child or young person's symptoms mean they need help and support at school or doing hobbies or activities?

Read the statements below and tick the most relevant to you.

- Yes I have information about this question** – use the box below to tell us what you know.
- I have some information, but may not be the best person to ask** – use the box below to tell us what you know. If you know of someone who might be able to help you can tell us later in the form.
- I have no information relating to this question** – if you know of someone who might be able to help you can tell us later in the form.

If you have information, use this box to tell us what you know.

Do you know if the child or young person's symptoms mean they need supervision to keep safe?

Read the statements below and tick the most relevant to you.

- Yes I have information about this question** – use the box below to tell us what you know.

I have some information, but may not be the best person to ask – use the box below to tell us what you know. If you know of someone who might be able to help you can tell us later in the form.

I have no information relating to this question – if you know of someone who might be able to help you can tell us later in the form.

If you have information, use this box to tell us what you know.

Equipment and changes to the home

In this section we ask about any equipment the child or young person uses or any changes made to their house.

We consider these details in relation to what's expected at the child or young person's age.

Equipment could support their physical, sensory or emotional needs. They could use these at home, at school or anywhere else.

Do you know if the child or young person uses any equipment or adaptations to support their physical needs?

Read the statements below and tick the most relevant to you.

Yes I have information about this question – use the box below to tell us what you know. This could include:

- hoists
- splints
- walking frames
- wheelchairs
- any other equipment or adaptation.

I have some information, but may not be the best person to ask – use the box below to tell us what you know. If you know of someone who might be able to help you can tell us later in the form.

I have no information relating to this question – if you know of someone who might be able to help you can tell us later in the form.

If you have information, use this box to tell us what you know.

5

Do you have other relevant information about the help, support or care the child or young person needs?

Yes No

If you answered Yes, use this box to tell us what you know.

If you cannot complete this form

If you do not have enough information to complete this form, you can tell us about someone else who can help.

Add the name, role and organisation of another professional involved in the applicant's care below. Any information you can give us is helpful, even if you cannot complete the full details.

We'll get the applicant's authorisation before we approach any new contacts.

Name:

Role:

Organisation:

Name:

Role:

Organisation:

Name:

Role:

Organisation:

Your details

Fill in your details below if you're the professional completing this form.

Your name:

Your job title:

Name of organisation:

Your work address:

Are you the professional named on our information request?

Yes

No – use the box below to tell us why you are completing this form instead. For example if the named professional is on leave or has left.

Confirm and sign

By signing this form, you agree to the following statements:

I declare that the information on this form is correct, complete and up to date as far as I know and believe.

Your signature:

Date:

Thank you for taking time to tell us what you know.