

A guide to completing the How your disability affects you form

In this guide we'll talk about completing the form in more detail, including:

[How do I complete the form?](#)

[The questions in detail](#)

[Keeping a diary](#)

[PIP assessment scores](#)

To claim PIP you will need to complete the How your disability affects you form.

This form will be sent to you in a pack that will also include an information booklet that discusses each section of the form in detail. When completing the form, you may wish to write in pencil first, or make some notes on paper or on a photocopy of the form, before committing yourself to pen. You can ask a friend, family member, or support worker to help you. Or, you can contact one of the organisations at the end of this booklet to support you with your claim.

The form gives you the chance to describe how MS affects your daily life. On the positive side, it means your opinion is extremely important. On the negative side, the form is long and often asks highly personal questions. Completing the form can feel like a negative thing to do. The bulk of it is given over to questions relating to the points-based PIP assessment. You score points for what you cannot do, not for what you can.

Try not to be discouraged. It is important to be clear about the difficulties you experience, so you are assessed accurately. Give yourself plenty of time to complete the form. And don't feel you need to do it all in one sitting.

Home visit

The DWP visiting team can visit you at home to complete the form for you, but only if you cannot attend the office, or use their online services or telephone helpline and you have no one who can do it for you. Contact them using the telephone number on the letter that comes with the form and booklet. If you live in Wales, the MS Society

Cymru can contact them for you. Contact the MS Society Cymru for more information on this service.

What does 'supporting evidence' mean?

To support your claim you, can send the DWP photocopies of any documents that show how MS is affecting you.

For example, it could be a diary along with a letter from your neurologist, a report from your occupational therapist, or a care plan from your social worker.

The DWP stress that you should only send in photocopies of evidence you already have.

How long do I have to complete the form?

You have one month to return the 'How your disability affects you' form from the date it was sent to you. If you do not return the form within the month without good reason (taking into account your health and the nature of your disability), your claim will be turned down and you will have to start again.

If you are not able to return the form within one month, for example because you need help to complete it but cannot get an appointment with an advice centre in time, contact the DWP to explain. They can extend the one-month time limit if there is a good reason to do so.

Where can I get support?

Local advice agencies (such as a Citizens Advice Bureau, DIAL, Turn2us or a local authority welfare rights service) can help.

Your local MS Society branch may also know of other local benefits advice agencies that may be able to help. Through its Helpline and branches, the MS Society offers information, emotional support and a listening ear, but it cannot give advice on benefits claims.

How do I complete the How your disability affects you form?

It may be useful to check you have all the information you need before you begin filling out the form. This can include details of the health and social care

professionals involved in your care, the diary you have been keeping and a list of all the medications you are taking.

The first two questions on the form ask for details of professionals involved in your care, and about your disability or condition. If you list more than one professional, make it clear which one you would most like the DWP to contact. Let the professional(s) know that you have listed them on the form. That way, they won't be surprised if the DWP do get in touch.

Questions 3 to 14 all follow a similar format, which is explained below. The activity headings, the descriptors under each heading, and the points allocated to each one, are listed in the 'PIP assessment scores' section of the Claiming PIP booklet.

Note: To try to make the 'How your disability affects you' form easy to understand, the DWP have used different wording in the form to that used in the law. We have used the official terms used in the law in the 'PIP assessment scores'.

The tick boxes

Each question begins by asking you if you need an aid or appliance to complete the activity. If you do, you will usually be awarded at least two points under that activity.

You are then asked if you need help from someone to do that activity. If you do need help, you will be awarded between two and eight points, depending on the activity concerned and what help you need. This might range from just needing supervision or prompting, to needing physical assistance.

In each case, you are offered one of three boxes to tick: 'yes', 'no' or 'sometimes'.

You should tick the 'yes' box if the descriptor applies to you for more than 50 per cent of the time. So, for example, if you need help going to the toilet four days a week, you would tick the 'yes' box. For anything less than 50 per cent you would tick 'sometimes', or 'no' if it doesn't affect you at all.

The extra information box

This is the part of the question where you can tell the DWP exactly how your MS affects your ability to manage each activity. Use the space to write as much as you can about how your MS affects your ability to carry out the activity.

Examples are provided above the box and in the information booklet that comes with the form.

You can use the descriptors listed in the 'PIP assessment scores' to decide which descriptor applies to you and why. In each case, you need to consider whether or not you can do the activity safely, to an acceptable standard, repeatedly and in a reasonable time period (see 'Jargon buster' in the Claiming PIP booklet).

As my MS varies from day to day, which descriptor should I pick?

If more than one of the descriptors apply to you for over 50 per cent of the time, say this in the 'extra information' box. The DWP will award the points for whichever of the descriptors scores highest. If you are not sure which descriptor applies to you, keeping a diary may help you to choose the correct one – see the section on 'Keeping a diary' in the Claiming PIP booklet.

The questions in detail

Question 1

The first question asks for details of the professional(s) best placed to provide advice on your circumstances. This could be your GP, neurologist or MS nurse. If possible, make an appointment with the professionals you list, so you can discuss the claim with them. They will need to know about your daily living needs and any mobility problems you may have. If you have written a diary, give them a copy of it.

Question 2

The second question asks about your health conditions or disabilities and roughly when each of these started. You do not need to go into detail about how they affect you at this point. There is room in the form to give details later.

List any medications you are taking or treatments you are having. If you have a printed prescription list, you can attach that. You can also ask your GP or specialist for a list if you do not have one. If you have any side effects as a result of the medication, list these too.

The daily living component

The next 10 questions relate to the activity headings of the daily living component.

Below, we look at the kinds of things you need to mention in the extra information box for each question. The activity numbers refer to the descriptor headings listed in the ['PIP assessment scores'](#).

Question 3 Preparing food (Activity 1)

This question focuses on your ability to prepare and cook a simple one-course meal for one person from fresh ingredients. This includes your ability to:

- prepare the food, including tasks such as chopping and peeling vegetables, checking food is not out of date, pouring a drink, opening cans.
- cook the food, which includes using a hob or microwave above waist height safely. It does not include any difficulties you may have in bending down to use an oven.

Describe any stages of cooking a simple meal that you would find difficult. If you have any hand tremor, weakness, or if MS affects your dexterity, then you may have difficulties with peeling and chopping vegetables, using cooking utensils, opening cans or turning taps on and off.

If you need to buy pre-chopped vegetables, say so. Balance problems, poor coordination or blurred or double vision could make it dangerous for you to use hot pans. List any incidents that have happened in the past. Have you cut yourself mishandling knives or burnt yourself on hot pans?

If you have difficulties with your memory or concentration, you may have problems in planning meals, checking the ingredients, timing the cooking and making sure the food is cooked properly. Mention if the heat from cooking affects your MS symptoms.

Write down if you have difficulty timing the cooking correctly. Let them know if you are so exhausted after cooking a meal that you could not do it again that day.

Question 4 Eating and drinking (Activity 2)

This activity is called 'Taking nutrition' in the ['PIP assessment scores'](#). Write down if hand tremor or poor dexterity makes it difficult for you to use cutlery properly or manage hot drinks safely.

If you can cut up some food but cannot cut up tougher items, such as meat, write this down. If you tend to drop food or spill drinks, let them know if you then need any help in cleaning up afterwards. If you have difficulty in swallowing and need your food or drink to be specially prepared, mention this.

Question 5 Managing treatments (Activity 3)

This activity is called 'Managing therapy or monitoring a health condition' in the ['PIP assessment scores'](#). It focuses on the support you need from another person to

manage your medication or therapy, or monitor your health condition. It also looks at the amount of time that you need such support.

Let them know if you have hand tremor or poor dexterity that causes difficulties with tasks like opening pill bottles or pouring out medicine. Write down if you need reminding to take medication at the right time or to take the right amount. Give examples of any occasions when you have missed taking medication or have taken too much.

If you have blurred or double vision, you may need someone to read the labels and instructions on your medication. Explain if there are side effects from any of the medications you take and if you need any extra help because of these.

Write down how many hours on average each week you require supervision, prompting or assistance with the above. You may find it helpful 'Keeping a diary' over a typical week to answer this correctly.

Also, write down if you have been advised to do physiotherapy or exercises (such as leg bending) at home, and if you need help doing them.

Check the ['PIP assessment scores'](#) to see what points you get for particular time periods (for example, if you need such help for more than seven hours, but no more than 14 hours a week, you would receive six points).

Question 6 Washing and bathing (Activity 4)

Write down any aids or adaptations that you use to wash or bathe yourself. These could include a long-handled sponge, shower seat or bath rail. Let them know if there are any parts of your body that you cannot reach even using such aids (for example if you cannot wash your back properly). If you have fallen trying to get in or out of the bath or shower by yourself, note this down. Mention if you need to bathe or shower more often due to either bladder or bowel problems and if you need someone's help to get washed and bathed.

Question 7 Managing toilet needs (Activity 5)

This activity is called 'Managing toilet needs or incontinence' in the ['PIP assessment scores'](#). This is one of the most difficult parts of the form to complete because the questions are of such a personal nature. Try to put as much information down as you can. The forms are treated with strict confidentiality.

Mention any difficulties you have using the toilet, including sitting down or getting up from it, wiping yourself, adjusting your clothing and washing afterwards.

If you need to visit the toilet more often than is usual, explain why. A symptom of your MS may be bladder or bowel frequency. If you do not get enough warning that

you need to use the toilet due to bladder or bowel urgency, write that down. If you have bladder or bowel incontinence, write about the help you need in dealing with it. This can include cleaning yourself afterwards.

Question 8 Dressing and undressing (Activity 6)

This question looks at your ability to select, put on and take off un-adapted clothing (which could include using fastenings such as zips or buttons). It includes putting on and taking off socks and shoes.

It also looks at your ability to select clothing appropriate to your culture, the weather and time of the day, and to put your clothes on in the right order.

If you have any hand tremor or MS affects your dexterity, then you may well have difficulties with laces, buttons and other types of fastenings.

Muscle pain or coordination problems can create difficulties with other articles of clothing. Write down if it takes a long time to dress yourself, or if you have to rest after putting on each piece of clothing due to fatigue. Also, mention if you need to change your clothes during the day if you have either bladder or bowel problems.

Fatigue

Fatigue could well be a symptom that affects you more than any other. If this is the case, you must write it down. You might be able to carry out an activity, but it takes a great deal of time to do so. You might have to take several rests, or even give up the attempt until you have found more energy. Or the activity may leave you so fatigued you are unable to do anything else for some time. Write down if any of this applies to you.

If you live by yourself, write down if there are days when you do not dress because of the pain or discomfort involved. Also, state if you avoid putting on certain clothes, which you would like to wear, for the same reason.

List any aids that you use to dress, such as modified buttons, zips, front fastening bras, trousers, velcro fastenings and shoe aids. Write down if you still need assistance, despite using such aids, even if this does not take long. Let them know if you need someone to choose clothing that is clean and appropriate (for example if you have blurred or double vision and cannot see stains or marks on clothing).

Question 9 Communicating (Activity 7)

This activity is called 'Communicating verbally' in the ['PIP assessment scores'](#). It focuses on your ability to convey and understand verbal information.

You may have difficulties communicating with people if your speech is slurred or slow. It may be difficult to find the right words to express your thoughts, and you may need help 'word-finding'. Alternatively, you may have difficulties concentrating during conversations, remembering what has been said, or adequately processing the information you have been given.

In any of these circumstances, list examples where you might need help either understanding or being understood when having a conversation. These could include dealing with visitors to your door, telephone calls, or communicating in places like shops, buses or taxis.

Question 10 Reading (Activity 8)

This activity is called 'Reading and understanding signs, symbols and words' in the ['PIP assessment scores'](#). If you have blurred or double vision, list examples where you need someone to read things to you. These could include checking labels on medication and sell-by dates on food, reading your post, dealing with any official letters, or reading radio and TV listings or the newspaper.

Write down if you need to use aids to help you read, such as a magnifier or magnifying glass. If you can manage indoors, but cannot adequately read signs out of doors, let them know.

Question 11 Mixing with other people (Activity 9)

This activity is called 'Engaging with other people face to face' in the ['PIP assessment scores'](#). It considers your ability to engage socially. Any inability you have to mix with other people must result from your condition, rather than shyness. If you can only mix with people you know well, and cannot deal with strangers, write this down.

If you avoid mixing with other people because you have no one to help you, write this down. How would you feel mixing with others without any support? Write down how you would feel: would you get panicky or angry, or do you have difficulty understanding the way that people behave towards you?

Question 12 Making decisions about money (Activity 10)

This activity is called 'Making budgeting decisions' in the ['PIP assessment scores'](#). Write down if you would have problems in buying a few items from your local shop. Would you be able to give the shop assistant the right amount of money for the items? Would you know if the change was correct?

If going to the local shop would pose no problems, but you would have problems with more complex budgeting decisions, such as working out the household budget for the month or sorting out a gas bill, write this down. Let them know if you can do most of the job yourself, but would still need some support to finish it properly.

The mobility component

The next two questions relate to the activity headings of the mobility component.

Question 13 Going out (Activity 1)

This activity is called 'Planning and following journeys' in the ['PIP assessment scores'](#). It assesses your ability to work out and follow a route safely and reliably.

If you have difficulties with your memory or concentration, you may find it impossible to plan the route of a journey or to follow a route without another person. If you have blurred or double vision as a result of your MS, you may need to be accompanied by another person, particularly on an unfamiliar journey.

Write down if you need to have someone else with you to get somewhere. Would you need support just on unfamiliar routes, or would you also need it in places you know well? If you have no one to accompany you outdoors and therefore do not go out alone, make this clear. Explain where you would like to go if you had someone to accompany you.

List any incidents that have already occurred when you have been outdoors. For example, if you have become lost, confused or disorientated, or where dangerous situations have arisen that could have been avoided if help had been at hand.

Write down if you are unable to use buses or trains due to stress or anxiety. Let them know if you would find small disruptions or unexpected changes difficult to deal with, such as road works where you normally cross the road or if your bus stop has been moved.

Question 14 Moving around (Activity 2)

This activity focuses on your physical ability to stand and move around without severe discomfort. 'Severe discomfort' does not just mean pain, but can include muscle tightness and rigidity or extreme fatigue.

Normally, when you are in severe discomfort, you would not want to go any further, until the symptoms subside. Your ability to move around should be judged in relation to the type of surface normally expected out of doors, such as pavements, roads and kerbs.

The tick box section for this question allows you to identify how far you can walk, using, if necessary, any aids such as a walking stick, frame or crutches. It is important that you identify how far you can walk safely, in a reasonable time and without severe discomfort. For instance, if you could walk 50 metres, but would be in severe discomfort over the last 30 metres, then your walking ability will be considered to be limited to 20 metres.

Only tick the box 'It varies' if none of the other boxes apply for at least 50 per cent of the time. If you do tick the 'It varies' box, explain what you mean in the 'Extra information' box. For example, 'On an average week, on two days I can manage to walk about 40 metres before I can go no further; on another four days this distance is 20 metres, and on one day I cannot walk at all without severe discomfort.' A diary kept over a week, identifying your walking limit on each day, may help you to complete this section.

A walking test

If you are not sure how far you can walk before feeling severe discomfort, go outside on an average day and test yourself. If your condition varies, do not choose a good day to perform the test.

Find a safe location on level ground. Walk until you feel you are unable to continue (if it is safe for you to do so). Measure how far this is and how long it takes. You may find it helpful to have someone with you to record both of these.

Include factors such as pain, dizziness, spasms, uncontrollable actions or reflexes, and fatigue. Note how long it takes you to recover before you feel able to walk again. Write down your findings in the extra information box.

The extra information box

Describe the way you walk, for example do you find it hard to balance or do you limp? Let them know if you need physical support from another person to help you walk. You may need such support if you have poor coordination or balance, or if one of your legs keeps giving way due to spasm or muscle weakness.

Give an idea of your speed. If you walk slowly and were to cover 20 metres, what distance would someone without a disability or health condition cover in that time?

You may fall or stumble because of poor coordination or balance, or because one of your legs gives way due to spasm or muscle weakness. Alternatively, you may fall

over things because you have blurred or double vision. You may fall at different times for different reasons, or for a combination of reasons. List any injuries you have received when you have fallen and any treatment that you needed afterwards. Give examples of occasions when you were unable to get up for any length of time following a fall. Why were you unable to get up? Did someone have to help you? Alternatively, has someone else stopped you from falling?

Question 15 Additional information

The box provides you with more space to explain how MS affects you. You can use it to explain in more detail any of the difficulties you mention in the previous questions.

If you run out of space here, you can use extra sheets of paper, on which you need to write your name and National Insurance number.

Declaration

Once you are satisfied that what you have written on the form is a true and accurate reflection of your situation, sign and date the declaration. Attach any evidence you may have, for example a letter from your neurologist outlining your condition, a report from an occupational therapist or a certificate of visual impairment.

If you have produced a diary (see next section), attach a copy of that too.

Keeping a diary

A diary is useful as evidence to help the DWP understand how you manage day to day both with your daily living and with getting around. You are the best person to provide this evidence.

If you find it difficult to keep a diary, you could ask a relative, carer or friend to help you (and explain in the 'How your disability affects you' form that your diary has been completed with their help).

If your MS varies from day to day, it is a good idea to keep the diary for a longer period, such as a week. A diary covering a typical week should give the DWP an idea of what you are like both on good days and bad days.

What do I include in my diary?

There is an example of a diary in the [‘PIP assessment scores’](#) section. It only covers two days, so you can get an idea of the kinds of things you need to record. If you would like a template of this diary, you can download it from the [MS Society website](#) or call the Helpline and ask them to send you a copy.

Remember, you can score points for an activity if any of the following apply:

- You need aids or appliances to help you manage the activity on your own.
- You need supervision or prompting.
- You need assistance from someone else.
- You are unsafe managing on your own – accidents have happened or nearly happened.
- You cannot complete the activity to an acceptable standard.
- You are not able to repeat the activity as often as is reasonably required.
- You can manage on your own, but it takes you more than twice as long as someone without your condition.

If any of these apply to you, include them in your diary.

Once you have finished writing the diary, put your name and National Insurance number at the top of each page and make several copies of it. Most post offices and local libraries have a photocopier that you can use. Keep one copy of the diary for yourself.

Making use of the diary

You can use the diary to complete the ‘How your disability affects you’ form whenever you are unsure which descriptor applies to you.

You can give a copy of the diary to any of the professionals you have mentioned on the ‘How your disability affects you’ form. Finally, you could attach a copy of the diary to the form when you send it off.

Making a copy

If you make a copy of the form and any evidence that you attach to it before sending it off, you’ll have a record of what you’ve submitted. This is both for your future reference and in case the DWP loses any documents.

The PIP assessment scores

This section includes the PIP activities and scores for each one. It may help to read this when completing the 'How your disability affects you' form or if you need to attend a face-to-face consultation.

Daily Living Activities: descriptors and scores

Each activity has a set of descriptors. These describe related tasks of varying degrees of difficulty. You score points when you are not able to complete a task safely, to an acceptable standard, repeatedly and in a reasonable time period. Within each activity, if more than one descriptor applies to you, you will only score for the one that gives you the highest number of points.

To be entitled to the standard rate of the daily living component, you need to score at least eight points. To be entitled to the enhanced rate, you need to score at least 12 points. These points can be scored in just one activity or from any of the activities added together.

For the meaning of the terms and phrases used in this table, see the jargon buster at the end of this section.

			Score
Activity 1: Preparing food	A	Can prepare and cook a simple meal unaided.	0
	B	Needs to use an aid or appliance to be able to either prepare or cook a simple meal.	2
	C	Cannot cook a simple meal using a conventional cooker but is able to do so using a microwave.	2
	D	Needs prompting to be able to either prepare or cook a simple meal.	2

	E	Needs supervision or assistance to either prepare or cook a simple meal.	4
	F	Cannot prepare and cook food.	8
Activity 2: Taking nutrition	A	Can take nutrition unaided.	0
	B	Needs: i to use an aid or appliance to be able to take nutrition or ii supervision to be able to take nutrition or iii assistance to be able to cut up food	2
	C	Needs a therapeutic source to be able to take nutrition.	2
	D	Needs prompting to be able to take nutrition.	4
	E	Needs assistance to be able to manage a therapeutic source to take nutrition.	6
	F	Cannot convey food and drink to their mouth and needs another person to do so.	10
		A	Either: i does not receive medication or therapy or need to monitor a health condition or

ii can manage medication or therapy or monitor a health condition unaided

- | | | |
|---|---|----------|
| B | Needs either:

i to use an aid or appliance to be able to manage medication

<i>or</i>

ii supervision, prompting or assistance to be able to manage medication or monitor a health condition | 1 |
| C | Needs supervision, prompting or assistance to be able to manage therapy that takes no more than 3.5 hours a week. | 2 |
| D | Needs supervision, prompting or assistance to be able to manage therapy that takes more than 3.5 but no more than seven hours a week. | 4 |
| E | Needs supervision, prompting or assistance to be able to manage therapy that takes more than seven but no more than 14 hours a week. | 6 |
| F | Needs supervision, prompting or assistance to be able to manage therapy that takes more than 14 hours a week. | 8 |

Activity 4: A Can wash and bathe unaided. **0**

Washing and bathing	B	Needs to use an aid or appliance to be able to wash or bathe.	2
	C	Needs supervision or prompting to be able to wash or bathe.	2
	D	Needs assistance to be able to wash either their hair or their body below the waist.	2
	E	Needs assistance to be able to get in or out of a bath or shower.	3
	F	Needs assistance to be able to wash their body between the shoulders and waist.	4
	G	Cannot wash and bathe at all and needs another person to wash their entire body.	8
Activity 5: Managing toilet needs or incontinence	A	Can manage toilet needs or incontinence unaided.	0
	B	Needs to use an aid or appliance to be able to manage toilet needs or incontinence.	2
	C	Needs supervision or prompting to be able to manage toilet needs.	2
	D	Needs assistance to be able to manage toilet needs.	4
	E	Needs assistance to be able to manage incontinence of either bladder or bowel.	6

	F	Needs assistance to be able to manage incontinence of both bladder and bowel.	8
Activity 6: Dressing and undressing	A	Can dress and undress unaided.	0
	B	Needs to use an aid or appliance to be able to dress or undress.	2
	C	Needs either: i prompting to be able to dress, undress or determine appropriate circumstances for remaining clothed Or ii prompting or assistance to be able to select appropriate clothing	2
	D	Needs assistance to be able to dress or undress their lower body.	2
	E	Needs assistance to be able to dress or undress their upper body.	4
	F	Cannot dress or undress at all.	8
Activity 7: Communi-cating verbally	A	Can express and understand verbal information unaided.	0
	B	Needs to use an aid or appliance to be able to speak or hear.	2
	C	Needs communication support to be able to express or understand complex verbal information.	4

	D	Needs communication support to be able to express or understand basic verbal information.	8
	E	Cannot express or understand verbal information at all even with communication support.	12
Activity 8: Reading and understanding signs, symbols and words	A	Can read and understand basic and complex written information either unaided or using spectacles or contact lenses.	0
	B	Needs to use an aid or appliance, other than spectacles or contact lenses, to be able to read or understand either basic or complex written information.	2
	C	Needs prompting to be able to read or understand complex written information.	2
	D	Needs prompting to be able to read or understand basic written information.	4
	E	Cannot read or understand signs, symbols or words at all.	8
Activity 9: Engaging with other people face to face	A	Can engage with other people unaided.	0
	B	Needs prompting to be able to engage with other people.	2
	C	Needs social support to be able to engage with other people.	4

D Cannot engage with other people due to such engagement causing either: **8**

i overwhelming psychological distress to the claimant

or

ii the claimant to exhibit behaviour which would result in a substantial risk of harm to the claimant or another person

Activity 10: Making budgeting decisions

A Can manage complex budgeting decisions unaided. **0**

B Needs prompting or assistance to be able to make complex budgeting decisions. **2**

C Needs prompting or assistance to be able to make simple budgeting decisions. **4**

D Cannot make any budgeting decisions at all. **6**

Mobility activities: descriptors and scores

Each activity has a set of descriptors. These describe related tasks of varying degrees of difficulty. You score points when you are not able to complete a task described safely, to an acceptable standard, repeatedly and in a reasonable time period.

Within each activity, if more than one descriptor applies to you, you only include the score from the one that gives you the highest number of points.

To be entitled to the standard rate of the mobility component, you need to score at least eight points. To be entitled to the enhanced rate, you need to score at least 12 points. The points can be scored in just one activity or from any of the activities added together.

For the meaning of the terms and phrases used in this table, see the jargon buster at the end of this section.

Activity 1: Planning and following journeys	A	Can plan and follow the route of a journey unaided.	0
	B	Needs prompting to be able to undertake any journey to avoid overwhelming psychological distress to the claimant.	4
	C	Cannot plan the route of a journey.	8
	D	Cannot follow the route of an unfamiliar journey without another person, assistance dog or orientation aid.	10
	E	Cannot undertake any journey because it would cause overwhelming psychological distress to the claimant.	10

	F	Cannot follow the route of a familiar journey without another person, an assistance dog or an orientation aid.	12
Activity 2: Moving around	A	Can stand and then move more than 200 metres, either aided or unaided.	0
	B	Can stand and then move more than 50 metres but no more than 200 metres, either aided or unaided.	4
	C	Can stand and then move unaided more than 20 metres but no more than 50 metres.	8
	D	Can stand and then move using an aid or appliance more than 20 metres but no more than 50 metres.	10
	E	Can stand and then move more than one metre but no more than 20 metres, either aided or unaided.	12
	F	Cannot, either aided or unaided: i stand Or ii move more than one metre	12

Find out more

For more information about Disability benefits, visit: [mssociety.org.uk/benefits](https://www.mssociety.org.uk/benefits)