

Issue 39 Spring 2021



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- Updates from local groups
- All about CAMHS
- What are reasonable adjustments?

& news & views

Wakefield Local Offer



Welcome to your local offer Newsletter



Hello everyone, welcome to the Spring 2021 issue of News & Views. I hope everyone is safe and well.



In this issue we have lots of topics that have been requested by you. You have been asking for information on **reasonable adjustments** which is on page 6.

On page 8 there is also another hot topic – mental health support from **CAMHS**.

We also have a second article about **PDA** on page 10. This one is about strategies for supporting a child with PDA.

In exciting news two new websites have been launched! Barnardo's have a new **SENDIASS website** - find our 'Easy Read' article about this website on page 4.

Also, **Wakefield Parent Carer Forum** have launched their new website! Visit **www.wakefieldparentcarers.co.uk** to find out more.



Remember, if you want to contact me with a suggestion, a question or if you would like to help support the SEND local offer, email me at **usha.gough@barnardos.org.uk**.

You can also contact me via our website **http://wakefield.mylocaloffer.org** or leave a message on our Facebook page: **https://www.facebook.com/WakeLocalOffer/**.

Enjoy reading,

Usha

Who's New?



Hello! My names Tiarnan and I started with the WESAIL team back in September after finishing my undergraduate degree this year.

My role within the team will be the first point of call for parents, carers, young people and professionals to either get advice or point them in the right direction for help. Throughout my induction and training at home, the team have been so supportive and welcoming. It is a clear reflection of the support they offer throughout the service. I will look forward to talking to you soon.



WESAIL

Wakefield Early Support Advice Information Liaison
WESAIL@barnardos.org.uk

New arrivals!

Check out who's new to the Local Offer...

- **Beat** (eating disorders)
- **Green Star Health Care**
- **Young People's Empowerment Project (YPEP)**

Wakefield and District Society for Deaf People



Wakefield and District Society for Deaf People

Wakefield & District Society for Deaf People have formed a partnership with Lollipop York and Wakefield Council's Teachers of the Deaf. We are delivering preschool support to children ages 0-4 with any degree of deafness and children of deaf adults. We welcome old and new members



The charity was established to offer support to deaf children, young people and their families in York and North Yorkshire whatever their degree of deafness (mild to profound). They have now expanded their services to include Wakefield & district.



Sadly, the impact of the coronavirus has delayed launching the face to face support groups which will be held at the society's address. However, we have established **free monthly Zoom sessions** for parents and children in the comfort of their own home. The sessions include signed stories and songs for the children and a chance for parents to see others for a friendly chat.

If you are interested in joining, please email activities@lollipop.org.uk



For more information and future dates contact Cheryl:
parentsupport@lollipop.org.uk
<https://www.lollipop.org.uk/>
<https://www.wakefielddeaf.org.uk/>
<https://www.facebook.com/wakefielddeafsociety>
<https://www.facebook.com/lollipop.org.uk/>

Wakefield & District Society for Deaf People

Address: 7 South Parade Wakefield WF1 1LR
Email: enquiries@wakefielddeaf.org.uk
Tel: **01924 375958**
SMS: **07760 482372**

New! Wakefield's SEND Strategy 2020-2024

This joint strategy outlines our key priorities to ensure we continue to improve the lived experiences of children and young people with Special Educational Needs and Disabilities (SEND).

At the current time we are particularly conscious of the impact the coronavirus (COVID-19) has had on children with SEND. Our staff and partners have worked hard throughout this time to minimise both the immediate and long-term impact of this on the outcomes for Wakefield's children and are committed to continue to support parents and carers who may be feeling concerned about how this issue will affect their child/children. Our strategy

will achieve improvements in provision and outcomes that make a real and measurable impact on the lives of the children and young people with SEND. Together we want to be ambitious, raise aspirations and improve outcomes through high quality local opportunities and services whilst maintaining a focus on resilience and independence towards a successful transition into adulthood and beyond.

The strategy is now available on the Local Offer website. Thank you to all parents, carers, children and young people for their input.

<http://wakefield.mylocaloffer.org/s4s/WhereILive/Council?pageId=4030>



Barnardo's **New** SENDIASS Website



Here's our easy read information on our new SENDIASS website.



Barnardo's is excited as we have a new website for SENDIASS services.



Part of this website is for Wakefield SENDIASS.

The letters in **SENDIASS** stand for **S**pecial **E**ducational **N**eeds and **D**isabilities **I**nformation, **A**dvice and **S**upport **S**ervice.



You might hear SENDIASS being called WESAIL. People mean the same thing. SENDIASS is part of WESAIL. This is the logo that you might see.



We help children, young people and families with SEND in Wakefield.



Special educational needs means that you need extra help to learn things.



A **disability** is a physical or mental need that makes it hard to do things like walk, talk or see.

Barnardo's **New** **SENDIASS** Website



We think this website will help lots of people.
There are 6 different pages on the website.



One is for **Children** and **young people**.



One for **Parents** and **carers**.



One is for **professionals**. Professionals are people who help and support you.
And we have one with factsheets



The website is being worked on all the time. We will keep adding to it and making it better.



You can find **our website** by using this address or clicking here
www.barnardossendiass.org.uk

Adjustments in Education



Under the Equality Act 2010 education settings like schools are required to make 'reasonable adjustments'. This is so that all pupils can join in with all the activities and services provided. It is also to help all pupils to have as much chance as others at being happy and successful in education.

Education settings include nurseries, schools, sixth forms and colleges.

In this article we will look at what reasonable adjustment means. We will also look at what reasonable adjustments can be made for pupils depending on their need.

What is reasonable?

An example of a reasonable adjustment might be arranging for a student who uses a wheelchair or has a physical difficulty to have classes on the ground floor of the building. Another example is that a teacher faces a hearing impaired student to enable them to lip-read.

These adjustments may already be provided for in a child's Education, Health & Care plan (EHCP). In the case that they are not, or the pupil does not have an EHCP, the education setting or Local Authority still has a duty to provide them.

The law says that education settings must provide auxiliary aids or services. This means extra resources to help pupils. Examples of an auxiliary aid or service could be producing documents in Braille.

It is not guaranteed that an auxiliary aid or service will be provided by the Local Authority or education setting. The law only says that they must decide whether or not it is 'reasonable' for them to provide it.

They may decide if it's reasonable by thinking about:

- How much money the education setting has
- How much the extra help will cost
- How effective or useful the aid or service will be
- If the aid may help other pupils
- Health and safety requirements
- Provision already made by the SEN Framework

What can reasonable adjustments be?

Here are some examples of reasonable adjustments depending on need.

Sensory Needs:

- Wear cotton clothes if allergic to synthetic materials
- Be taught in multi-sensory ways
- Have practical equipment to support learning, such as Numicon
- Provide ear defenders
- Use of a quiet area or sensory room
- Use of a fiddle toy
- Regular breaks
- Using different ways to record work, such as writing, drawing, typing, speaking or using technology



Communication Needs:

- Provide a visual timetable and / or a personal visual timetable
- Use labels and signs around school
- Provide an individual area to work or rest in
- Use consistent images for communication
- Create personalised social stories
- Allow extra time for thinking and responding
- Break up information into smaller chunks
- Use visual task plans



Specific learning difficulties / Dyslexia:

- Provide a coloured overlay
- Provide visual and memory aids
- Break up information into small chunks
- Provide technology such as a computer or use of interactive software
- Use of pre-teaching or intervention groups

Attention Deficit Hyperactivity Disorder (ADHD):

- Have regular breaks from working to rest or move around
- Break tasks up into smaller parts
- Build in time for physical play, games such as sensory circuits
- Allow fiddle toys
- Staff complete training on ADHD



Adjustments in Education



Physical disability needs:

- Provide adapted eating support such as plates with raised rims
- Adjustable desk height
- Space to move around classroom and access all areas
- Use lap trays or slanted boards
- Use of technology, such as a tablet
- Use of ramps
- Provision of quiet space if tired and need to rest

Hearing impairment needs:

- Sit pupil near to teacher
- Sit pupil with a good view of teacher and peers for lip reading
- Reduce classroom noise by using carpets
- Provide hearing loops
- Use of visual aids
- Allow extra thinking and responding time
- Provide personal instructions (written or visual)

Visual impairment needs:

- Clear and consistent pathways
- Use of practical and tactile resources
- Ensure pupil's work area is well lit
- Provide technology such as a computer, e-books or read aloud
- Use high contrast such as very dark text on light background
- Project teaching screen onto pupil's personal screen



What do reasonable adjustments look like?

Reasonable adjustments can be very small changes that make a big difference. Often these adjustments will also support other pupils in the class.

Here are some examples of what reasonable adjustments might look like in education settings.

A child with cerebral palsy has got a place at school with two floors. Their classroom is upstairs. The reasonable adjustment their school can make is to move their classroom downstairs so that they do not become over-tired.

A young person with a visual impairment finds it hard to read handouts provided by college. The reasonable

adjustments the college can make are to provide them in large print or to provide an audio version.

A child on the autism spectrum goes to a primary school. They find it very difficult to concentrate for long and becomes upset when they don't know what will happen that day. The reasonable adjustments the school can make are to use a visual timetable. The school can also break down their work into small sections and provide them with regular breaks. They can also set up their own workstation or quiet area for when they need it.

A disabled pupil needs help with toileting, washing and dressing. They are supported during the school day by a learning support assistant. This extra staff member is provided through their EHC plan. The school arranges a residential school trip for their year group. The pupil wants to go but can't until their needs are met. The reasonable adjustments the school can make are to ask the member of staff to go. If this isn't possible the school could ask social services for help, or ask the family if they can provide overnight support.

What if I think the education setting is not providing reasonable adjustments?

If you have any questions or worries about reasonable adjustments for your child talk to their teacher or SENCo first. <https://contact.org.uk/advice-and-support/education-learning/disability-discrimination-in-school/>

Find out more

Here are some websites with more information:

<https://www.bdadyslexia.org.uk/advice/children/my-childs-education/reasonable-adjustments-in-education>

<https://www.scope.org.uk/advice-and-support/reasonable-adjustments-college-university/>

<https://www.gov.uk/rights-disabled-person/education-rights>

<https://www.equalityhumanrights.com/en>

Find Wakefield's Accessibility Strategy and helpful downloads, including a School Accessibility Checklist, here: <http://wakefield.mylocaloffer.org/s4s/WhereILive/Council?pageId=5000>

You can also contact Barnardo's WESAIL wesail@barnardosorg.uk



Changes to getting support from child and adolescent mental health services in Wakefield

Child and Adolescent Mental Health Services (CAMHS) in Wakefield have some great news about getting support or an appointment with the team – known as making a referral.



Since July 2020, the service now also accepts:

- Referrals from parents and carers of children and young people aged 0-18 years old
- Self-referrals from 16 and 17 year olds.

Prior to this, only professionals such as GPs, teachers or social workers were able to refer into the service. The changes have been made to better the experience for children, young people and their families, alongside local health and care professionals, when using the service. It is part of the **CAMHS improvement plan**.



What do Wakefield CAMHS help with?

Usually, when a child or young person feels sad, stressed, frightened or worried, these feelings will pass with time and with help from family, friends, teachers or

other health or care professionals.

However, sometimes these feelings continue and start to affect everyday life. For example; friendships, school, college and home life. When things get to this point, Wakefield CAMHS can help.

The service helps children and young people with some of the following problems or difficulties:

- Feelings of sadness, low mood or depression
- Obsessive thoughts and behaviours
- Anxiety issues, including panic attacks
- Self-harm and thoughts of hurting themselves
- Suicidal thoughts
- Problems with eating and food
- Long standing difficulties with coping after a traumatic event.



Wakefield CAMHS can also give parents and carers advice on how to support their child.

The service works with other health and care professionals to meet the needs of children, young people and families.

How do Wakefield CAMHS help?

To get support from Wakefield CAMHS, a child or young person must be registered with a Wakefield GP practice.

All calls or referrals into the service are managed centrally by the CAMHS 'Single Point of Access' team (SPA).

When calling Wakefield CAMHS SPA, you will speak to a member of the primary intervention team. During this conversation, you will be asked different questions to help make a plan for the child or young person.

CAMHS provide different support depending on





- what is needed. This support may include;
- Signposting to other services and resources
 - Group work for anxiety, low mood and self confidence
 - Solution-focused therapy and treatment
 - Cognitive behavioural therapy (CBT)
 - Family work and therapy
 - Child psychodynamic psychotherapy
 - Art psychotherapy
 - Play therapy
 - Interpersonal therapy
 - Eye movement desensitisation and reprocessing therapy
 - Medication
 - Urgent support when there is an immediate mental health risk.

How to contact Wakefield CAMHS

Contact the Wakefield CAMHS team between 9am – 5pm, Monday to Friday on: **01977 735865**.

You can also fill out an online form which can be found on the South West Yorkshire Partnership NHS Foundation Trust website: **www.southwestyorkshire.nhs.uk/camhs-wakefield**

There are also resources for children, young people and their families on this webpage too.

Urgent support

Wakefield CAMHS can also help with urgent fears about a child or young person who needs immediate support from a mental health professional. This has previously been known as ‘crisis’ support. However, it’s always encouraged that professionals, young people, parents and carers contact CAMHS before a concern reaches this point.

For urgent support that cannot wait until the next day, you can contact the CAMHS ReACH team (previously crisis team) Monday to Sunday, 9:00am – 8:00pm, on the same number as above **01977 735865**.

Outside of these hours please contact your out of hours GP service or NHS **111**.

You should only contact the emergency service on **999** or go to your nearest A&E if:

- Someone’s life is at risk – for example, they have seriously injured themselves or taken an overdose
- A child or young person is unable to be kept safe.

Local Offer Website

Available in over 100 languages!

Did you know that you can translate the Local Offer website into over 100 languages? Go to the website:

<http://wakefield.mylocaloffer.org/>

Click on

(top right of the screen) and choose the language from the list.



Русский (Russian)

Знаете ли вы, что вы можете перевести веб-сайт местного предложения на более чем 100 языков? Перейти на сайт: <http://wakefield.mylocaloffer.org/> Нажмите на  (top right of the screen) и выбрать язык из списка.

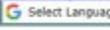
اردو (Urdu)

کیا آپ جانتے تھے کہ آپ 100 زبانوں میں مقامی پیشکش کی ویب سائٹ کا ترجمہ کر سکتے ہیں؟ ویب سائٹ پر جائیں: <http://wakefield.mylocaloffer.org/> پر کلک کریں  (اور فہرست سے زبان کا انتخاب کریں)۔

العربية (Arabic)

هل تعلم انه يمكنك ترجمة موقع العرض المحلي إلى أكثر من 100 لغة؟ انتقل إلى الموقع الإلكتروني: <http://wakefield.mylocaloffer.org/> (أعلى يمين  الشاشة) واختار اللغة من القائمة.

Polski (Polish)

Czy wiesz, że możesz przetłumaczyć stronę internetową Oferty lokalnej na ponad 100 języków? Przejdź do strony internetowej: <http://wakefield.mylocaloffer.org/> Kliknij na  (w prawym górnym rogu ekranu) i wybierz język z listy.



How can I change the size of the text?

You can change the size of the website text by clicking on the A buttons.



PDA Strategies



Strategies for managing Pathological Demand Avoidance Syndrome (PDA)

By Stephen Norwood

Author of the Happy Learners Website



Introduction

Pathological Demand Avoidance Syndrome describes children who consistently struggle to comply with the instructions and requests of others. The typical behaviours that PDA children present with, was explored in the Autumn 2020 newsletter. This article follows on from this to provide support and guidance on managing PDA children. Normal behaviour management strategies such as rewards and sanctions are often not effective with PDA children. Instead, the strategies described below, focus on avoiding confrontation, minimising and hiding demands and helping the child to remain calm and self-controlled.

Strategies for managing PDA

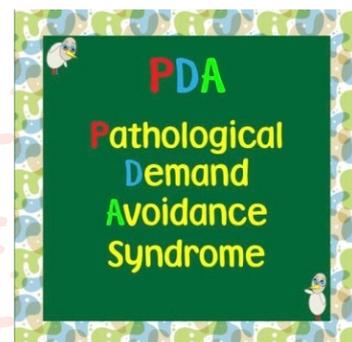
- **Try to stay calm.** This is often easier said than done. But keeping a relaxed body posture, regulating your own breathing and using a calm voice can reduce emotional arousal in the child.
- **Use novelty.** PDA children are often curious and easily distracted by something or someone new. This is useful to de-escalate conflict and avoid potential meltdowns.
- **Use their interests.** Base learning opportunities, games, and other activities on the child's known interests such as a favourite toy, cartoon characters etc.
- **Use complicated language.** Try to hide the demand to do something within a long sentence. E.g. *As soon as you are ready, we are all putting coats on and our shoes because it's time we thought about leaving; if we are going to get there without being late.*

- **Defer to rules.** PDA children often respond better to demands that come from an official non-human authority. E.g. Official written down house or school rules and laws.
- **Use descriptions not demands.** Describe the problem or context in a way that suggests the need for an action. E.g. *It is nearly lunch-time and we've got dirty hands.*
- **Create silly challenges.** PDA children often enjoy new, fun and ridiculous games. Combine with demands to gain compliance. E.g. *I bet you can't put your shoes on before I say the alphabet backwards! (But avoid competing with other children.)*
- **Give controlled choices.** Help the child to feel that they are still in control over a demand. E.g. *Do you want to brush your teeth or get dressed first?*
- **Transfer responsibility for the demand to them.** Encourage the child to think of the next action. E.g. What do we need to do next?
- **Use indirect praise.** PDA children can respond negatively to direct praise so avoid this by making it general. E.g. *We all deserve a pat on the back.*

It is important to be flexible when supporting a PDA child. Understand that a strategy will not work every time and sometimes no strategy will work. Conflict and meltdowns are sometimes unavoidable because there must always be some boundaries and immovable rules.

Further information on PDA strategies can be found at happylearners.info/management/pda-management.html

Have you tried any of these strategies? Let us know about your success stories by emailing us at wakefieldlocaloffer@barnardos.org.uk



ECHO Community Programme



Every Child Has Options (ECHO) is a Community Interest Company in Knottingley and Pontefract. Our main venue is at Ashgrove Medical Centre in Knottingley. We also have satellite provisions at the Knottingley Community Hub and St Marys Community Centre in Pontefract.

Overview

ECHO is a project for the communities of Knottingley, Ferrybridge and Pontefract. It is open to everyone. We offer services during the day and after school / working hours.

The services we offer are:

- Safeguarding for both children and adults
- Counselling (general and bereavement)
- Holistic Therapies,
- Mental health support
- Behaviour interventions

Our main aim is to address social challenges and offer strategies in managing and coping in difficult times. We act as early intervention for children and their families. We try to give them skills and help them with difficult medical, social and behaviour issues.

We will provide support using a person-centred approach with no time limits.

We are professional people with backgrounds in education, the National Health Service and the police. We work with other professionals to achieve our outcomes.

COVID-19 Update

ECHO have worked successfully throughout lockdown by offering face to face appointments and home visits. We maintain government guidelines supporting doctors, social workers, children's hubs, the police and schools.

We have also provided an ongoing face to face timetable. This has been for vulnerable children aged between 7 -11 years old. We also offered individual mentoring for their families alongside the timetable. We offered children education on actions and consequences. This included anti-social behaviour, stranger danger, internet safety, road safety, hate crime and bullying.

This education helped children to safeguard themselves and those they care about.

We worked in partnership with West Yorkshire Police who offered an invaluable input.

We are delighted to have been successful in gaining a "good" in the Ash Grove Medical Centre CQC (Care Quality Commission) inspection carried out earlier this year.

Latest News

We are proud to say that we now have our own Mental Health Social Worker.



We would like to offer special thanks to PCSOs Claire Newell and Jessica Pick for their fabulous input. They inspired some great discussions and gave valuable support to parents. Also, thanks to John Gillian for hosting our very special Summer School. This was a visit to Farra Kanna Bushcraft which both children and their families enjoyed.



Contact details:

Email: info@echocp.co.uk

Telephone: **07399485366**

Find us on social media:

<https://www.facebook.com/echocp.co.uk>

<https://www.facebook.com/groups/2178053775844842>

Preparing for Adulthood through **Aspire-igen**



Our small and welcoming Wakefield Opportunity Centre runs two programmes. These are called **Accelerate** and **aspire2work**, our study programme. Both are suitable for learners with **SEND**.



Accelerate

Accelerate runs short programmes where sessions can be small groups or 1:1. The programme removes the pressure of formal qualifications for learners. It focuses on building stronger skills and a work placement offer. It also creates bespoke learning and development for all learners. Bespoke is when individual's needs are met. Accelerate aims to build confidence in young people to set them up successfully for their future.

Aspire2work

The aspire2work study programme delivers several courses. There is a Level 1 and 2 Multi Skills Construction course. There is also a Level 1 Childcare and Health and Social Care combined qualification. Finally there is a Level 2 Childcare course. Both course pathways are offered with Maths and English GCSE, preparation for work and a work placement.

The courses run on an academic timetable, however we take learners throughout the year.



How do we meet the needs of learners with **SEND**?

Whilst on the study programme, learners can access bespoke timetables to support their transition into further education. The aim is to eventually build up to 3 days a week in education. This is alongside support from the Learner Support Officer to ensure full engagement with all staff, peers and successful transition into full time education.

We have lots of ways to include our learners. We offer the following:

- Online learning where suited
- 1:1 sessions with support staff
- Practical and theory courses
- Areas for learners to work alone/ or in small groups whilst still gaining access to their tutor.

Find out more here:

<https://youngpeople.aspire-igen.com/sen/>



How do we contact you?

For further details, please visit our website **www.aspire-igen.com**

aspire-igen.com

Email: **OpportunityCentre@aspire-igen.com**

Telephone: **01924 666487**.

You can also find us on social media:

<https://www.facebook.com/aspire2work>

<https://twitter.com/Aspireigen>

<https://www.instagram.com/aspire.2.work/>

Max Card

Have you got a Max Card? It can help you go on days out for free or with a discount. A discount is when you get money off the usual price. A Max Card is free if you join the Information Network. This is also called the IN.

You can join the IN by visiting <http://wakefield.mylocaloffer.org/information-network>

You can also email them at

informationnetwork@wakefield.gov.uk

You can ring them on **01924 302471**.



A Max Card lasts for 2 years.

Find out more here: <https://mymaxcard.co.uk/>