

Issue 38 Autumn 2020



**SEE INSIDE FOR**

- Your lockdown success stories!
- Updates from local groups
- What is PDA?

# & news & views

Wakefield Local Offer





# Welcome to your local offer Newsletter

**Hello everyone, welcome to the Autumn 2020 issue of News & Views. My name's Usha and I am the new Local Offer lead for Wakefield! I'm really excited to be starting this job as I love helping children, young people and families with additional needs.**

I used to be a teacher and taught every age from Nursery to Year 6. I worked in a really inclusive school in another authority and also spent several years teaching children with multiple and complex needs in an inclusion unit (which was as rewarding as it was challenging!). I will always be happy to hear from you, whether you're a young person, parent / carer

or professional. The local offer belongs to everyone and I'm looking forward to listening to your views and ideas to help develop it further. If you want to contact me with a suggestion, a question or just to say hello please do so at [usha.gough@barnardos.org.uk](mailto: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/>.

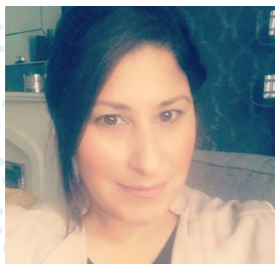
Meanwhile, what's inside this issue? The past few months have been so strange and difficult for so many people, but the team here at Barnardo's were delighted to receive everyone's lockdown

success stories - read them on page 10. It's Stress Awareness Day on 6th November so there's also some information on helping children and young people deal with it on page 8.

We also have some articles on specific topics as requested by you - PDA on page 6 and Dyslexia on page 7. Keep your ideas coming! Enjoy reading,  
**Usha**



## Who's New?



**Hi Everyone! My name is Sammi Zafir and I have just been appointed as the 'Supported Employment and Preparing for Adulthood Coordinator' for Wakefield.**

As an Authority, we will continue to enhance our practice and improve Preparing for Adulthood (PFA) outcomes for children and young people, in addition to collectively making a positive difference to young people's lives.

My objectives are to support and further develop Supported Internships for the LA, enable more young people into substantive employment and meaningful volunteering opportunities; working with providers to establish roles for young people with SEND as well as reinforcing the message on how organisations can become more inclusive in the workplace. I will be keen on training and supporting schools /sixth forms /colleges and training providers (if needed) around person-centred practice; ensure that young people's voices are being captured and their aspirations being

sought through their outcomes with clear pathways to adulthood, in addition to empowering them to make decisions and enabling access to as many services independently and practically possible.

I am looking forward to working with all stakeholder groups in order to secure high standards of provision for children and young people with SEN and disabilities. Working with colleagues, I will endeavour to support the SEN / EHCP commissioning of placements (including Supported Internships) whilst ensuring all funding decisions are made in accordance with the relevant legislation, and the associated Codes of Practices and that they are equitable and robust.

My role will actively work to support parents /carers, children, young people and families around Post 16 SEND and guide them through the processes.

<https://www.stepupwakefield.com>

### New Arrivals!

Check out who's new to the Local Offer:

**Sensory OT4me Ltd** – see more on P5

**50 Things To Do Before You're 5** – see more on P11

**ABA Horizons**

# New! Wakefield Parents and Carers Forum



Wakefield Parent Carer Forum is now an independent forum working with families of children with special educational needs and/or disability, aged 0-25 years old, living in the Wakefield area.



Led by a small group of local parents, we are looking forward to listening to, and representing the views of parents, young people and children in the future. We have a wide experience of what it is like to be a parent of a child with SEND in the Wakefield area, and we want to work together with you to make a positive difference and improve the quality of life for all children and families in Wakefield.

## What we can offer:

- Reduce isolation for families
- Support services to enable families to cope better with the challenges resulting from interaction with various services
- Peer support for all SEND families in the Wakefield Area
- Support completing EHCP applications & other SEND paperwork

- Provision of family activities & sibling support groups
- Working with other services in the Wakefield area to make a positive impact for SEND families (LA, CCG, WESAIL, KIDS & local support groups)

## Contact details:

Website: <https://www.wakefieldparentcarers.co.uk/>  
Email: [info@wakefieldparentcarers.co.uk](mailto:info@wakefieldparentcarers.co.uk)  
Facebook: Wakefield Parent Carer Forum/Wakefield Parent Carer Forum Chat Group

## West Yorkshire ADHD Support Group



West Yorkshire ADHD Support Group is a peer led support group for both adults with ADHD and parent/carers of children with ADHD. We realise that getting a diagnosis isn't always easy and can take a significant

amount of time, so we also welcome people who suspect that they or their child may have ADHD.

Pre-lockdown, we had two meetings a month – an evening one at Pinderfields Hospital and a morning one at Sensory World in Dewsbury. Hopefully these will be up and running again shortly. We also have holiday meet ups and have previously had visits to The Dog's Trust and The Donkey Sanctuary which were fantastic. This summer we were obviously limited, but had some local park meets and had a great trip to Batley Farm where the children got to ride and groom horses and ponies!

None of us are professionals, so can't help with diagnoses. However, what we can offer is understanding, moral support and no judgement.

Comments from parents of children with ADHD:  
"This group gives me support and reassurance

that others are going through what I am and the ups and downs of having a ADHD child."



"The connection and support from others who share similar experiences is a lifesaver. I was nervous joining the group, and struggling with a child that nobody else "got". It is a space to moan, vent and learn. I've met so many other people in the group and my son has made friends with children he has only played with once. I've had support and supported others sharing our stories."

We have an active Facebook page (West Yorkshire ADHD Support Group Chat, <https://www.facebook.com/groups/216488425852125/>) where we share information and chat to one another. If anyone wants more information, feel free to message us through our Facebook page or email [westyorksadhd@gmail.com](mailto:westyorksadhd@gmail.com).

# Wakefield Autism Support Project



## What is The Wakefield Autism Support Project?

Wakefield Autism Support Project (WASP) is funded by Wakefield CCG and is a collaboration between KIDS and Barnardo's.

The Aim of the project is to work alongside existing services to identify young people with ASD or other neuro-developmental conditions who require emotional support. Practitioners will then work with the young person to provide interventions to support their wellbeing and resilience and to signpost to other available services. A second program of parent support and development will run alongside this. The aim of this intervention is to provide peer support to allow parents to build resilience/confidence and support their young person in seeking appropriate support in the future.

## Our Approach

The WASP project was launched as the country went into lockdown. KIDS looked at how they could adapt the WASP offer to families during this difficult time. KIDS invested in some sensory boxes to send out to families to help meet the demands of their children/young person's sensory needs. The sensory boxes include kinetic sand, therapy putty, crazy foam hand wash, Baff crackle gel and much more.

Feedback from families about the sensory boxes:



**“My daughter loved the Baff Crackle and the foam soap, lots of fun and has helped bath times be easier to manage”**

**“The Sensory toys have helped my child and the Gel fish has stopped him hurting his feet as he now uses this to meet his sensory need rather than the carpet”**

Alongside the sensory boxes KIDS have sourced online sensory learning for parents and carers to access. The online sensory education course helps families have a



better understanding of their child's sensory needs and helps to identify possible strategies to manage them. KIDS are currently working in partnership with the Occupational Therapy team at Pinderfields Hospital to expand this offer and provide families with more information around sensory needs.

Parent feedback from the online sensory course:

**“Brilliant online course has helped me understand my son's sensory needs and made me eager to do more”**

**“Has helped me so much. I really enjoyed the course and found it really informative”**

Families who are referred into the WASP project receive an individualised approach which is led by the family and how best to help with their current situation. Currently all therapy sessions offered by the WASP intervention team have been carried out remotely. These have included Lego Therapy sessions, work around The Big Life journal and resilience, transition support, self-esteem work and sessions involving the development of a therapeutic alliance in preparation for future planned group work when restrictions allow. Sessions last approximately 45-60 minutes dependant on the therapy. Sessions adapt to needs which have presented themselves during the program, for example a bereavement which has led to work around grief. Social stories and support around managing challenging behaviour are also offered.

## How to access the WASP Project:

Referrals should be made through WESAIL in the first instance:

Telephone: **07961 897036**

Email: **WESAIL@barnardos.org.uk**

Facebook page: **<https://www.facebook.com/waspwakefield/>**



# Sensory Integration



**Lizzie Huxford (Specialist Occupational Therapist and SI Therapist) and Louise Holdsworth (Specialist Occupational Therapist and Advanced SI Therapist) discuss about the importance of Sensory Integration.**



## What is Sensory Integration (SI)?

SI is a neurological developmental process. SI theory is based on how the brain processes and organises information from one's own body and the surrounding environment (Bundy and Murray 2002).

Difficulties with SI often present as:

- Seeking or avoiding sensory experiences
- Difficulties in PE and sport
- Difficulties with managing transitions
- Difficulties with loud environments, e.g. dining hall
- Difficulties with messy / tactile play and exploration
- Disruptive behaviour / distracted / poor motivation
- Reduced social participation
- Poor hand writing / academic achievement
- Poor visual skills, e.g. reading ability
- Disorganised, poor planning and sequencing skills

## Why is SI so important?

SI is a need and it enhances quality of life. We all interact in various environments every day; our bodies learn how to regulate, take in information, process it and give the correct response. If this process is not effectively working it can have an impact on the child's everyday life.

SI assessment and intervention can help children learn better and improve their quality of lives.

## What does Sensory OT4me offer?

- Thorough OT and / or SI assessment of health and education needs
- Assessment and report providing evidence to support Autism and / or Dyspraxia diagnosis process
- Improving the child's participation, e.g. in academic

learning, play and engagement

- Bespoke training / consultation to staff, carers and parents
- Specialist interventions including therapy and adapting the environment
- Development and contribution towards Education Health Care Plans (EHCP)

## Where our service works?

We cover the Yorkshire Region and work in nurseries, schools, colleges, employment settings, communities and in children's homes

## What our customers think?

'I felt like I stepped into my daughter's shoes! I have gained a better insight into my daughter's life, struggles and where they stem from'

Parent of child with sensory difficulties, who attended



training event.

## 'Our son has improved his reading level, handwriting and is engaging within his lessons better'

Parent of child with sensory difficulties following direct SI therapy.

Contact details:

Telephone: **07850535965** or **07538423099**

Email: **info@sensory-OT4me.com**

Facebook: **<https://www.facebook.com/sensoryOT4me>**

**Please note that this service is not offered by Wakefield Local Authority or CCG and there may be costs involved.**

# Pathological Demand Avoidance Syndrome



By Stephen Norwood  
Author of the Happy Learners Website



## Introduction

Pathological Demand Avoidance Syndrome, or PDA for short, is a way of describing children who are generally unable to follow the instructions and requests of others. These children develop a wide range of ways to avoid demands. They are often masters of distraction and of finding excuses. When confronted, these children can instantly become very angry and sometimes violent.

PDA has not been officially recognised and classified as a condition. Some argue that it is a type of autism. Others argue that it is a separate anxiety disorder. This means that it is difficult to get a confirmed PDA diagnosis. Thus many children with PDA are diagnosed with Autism and/or Oppositional Defiant Disorder.

## Presentation of PDA

Like all children, PDA children are all different and present with their own unique range of strengths and difficulties. However, there are a number of characteristics that PDA often share. As babies they are generally very passive and parents often describe them as 'easy'. Often late in speaking, these children quickly catch up and then can be quite formal in their use of language. In nursery and pre-school they may be described as 'stubborn' or 'determined' and there may be increasing conflict with peers. At home, parents often adapt their own behaviour to avoid tantrums and 'meltdowns'. It is therefore only when the child starts school that difficulties are recognised. At school, staff make immediate and unquestionable demands of children. This can quickly lead to conflict when the child fails to comply.

Like many children with autism, PDA children can have a narrow range of interests. They also struggle with transitions between activities; especially when engrossed in something they enjoy. However, what tends to distinguish the PDA child is their sophisticated use of language to avoid a demand made of them. They can also be extremely 'charming'

and likeable in their social manipulation of adults.

Typical PDA avoidance behaviours include:

- Distraction - Asks questions or draws attention to something else so adults forget their requests.
- Excuses - Gives a polite reason why they can't comply.
- Withdrawing into fantasy - Enjoys imaginative play as they are in control of their 'world' and will use this as excuse for non-compliance.
- Using toys as excuse - Shifts responsibility for non-compliance to a toy.
- Arguing - Socially manipulative they make the request appear unreasonable and shift blame and responsibility to the adult or others.

Other key characteristics:

- In their dealings with peers the PDA child will only want to be the leader and in charge. They often struggle to accept responsibility for their actions or show remorse for upsetting or hurting others.
- PDA children are often difficult to manage and approaches such as praise, rewards and sanctions often do not work.

Further information on the presentation of PDA can be found at [happylearners.info/diagnoses/pda.html](http://happylearners.info/diagnoses/pda.html). You will also find a range of useful resources and a further article on the management of PDA


## 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  Select Language

(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 

العربية (Arabic)

هل تعلم أنه يمكنك ترجمة موقع العرض المحلي إلى أكثر من 100 لغة؟ لنقل إلى الموقع الإلكتروني: <http://wakefield.mylocaloffer.org/> انقر على  أعلى يمين (الشاشة) واختيار اللغة من القائمة.

# Dyslexia



By Sam  
SENDIASS Practitioner, Barnardo's WESAIL



“Dyslexia is a specific learning difficulty that affects auditory memory and processing speed which impacts on literacy development, mathematics, memory, organisation and sequencing skills to

varying degrees. Dyslexia can occur at any level of intellectual development. It is neurological in origin and is seen to run in families. It affects up to 10% of the UK population at some level and can affect anyone of any age and background.” (Dyslexia SpLD-Trust)  
“In addition to these characteristics, the BDA acknowledges the visual processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.” (British Dyslexia Association)

I am dyslexic. For me it is shown as a processing delay. So I have to work extra hard at staying organised and taking in the information people say and ask me to do. Other areas include spelling words wrong, even though I know they are wrong because my brain seems to think that's how they should be. So I have to spend longer spell checking my work so other people can understand what I have written and I have to re-order sentences as the structure is often in a strange order so it makes sense.  
If I have too much information I can't complete tasks as efficiently. However I do have strategies to help me cope. I always write things down in detail, as little notes won't mean anything when I come back to them and give myself longer to read documents / complete paperwork as it takes me longer compared to other people.

I always struggled at school but I put maximum effort in. My grades were not as high as my sisters as they were A/A\* students. This always made me feel rubbish in comparison as I tried so hard and my sisters actually didn't even revise for their exams and still got high grades. I just thought some people struggle and

others don't and I was one of the people that did and didn't think any more about it.

I was diagnosed with dyslexia when I was an adult. This was a shock as I only found out when I was studying for my masters that I had dyslexia. This is a testament to how much I pushed myself and not let it hold me back as my teachers said I would never make it to university and wouldn't get the grades I needed for my future goals. I got higher grades than I thought and left for college. I always wanted to work with children / young people along with their families and have been doing so for 20 years now. I think my dyslexia has helped me to help children and young people to learn in ways that meet their needs better because of my own struggles. I am very creative in my approach and think of lots of practical solutions to help individuals and believe that one approach does not fit all.

Children / young people do not need a diagnosis to get support for dyslexia at school. However it will pinpoint key areas of need and lead to more specific approaches / resources being implemented to meet these needs.

Dyslexia assessments are not paid for by school - they are private assessments that have to be funded by parents or carers.

There may be different payment options that are available to help spread the cost but will need to be discussed with the assessors directly. They can range in price depending on who the company is - approximately between £400-£600.

**The main dyslexia assessors in Wakefield are found on the Wakefield local offer page.**  
**<http://wakefield.mylocaloffer.org/dyslexia-solutions> & <https://www.yorkshiredyslexia.co.uk/>**

Also check out the NHS website for more information.  
**<https://www.nhs.uk/conditions/dyslexia/>**



**Yorkshire Dyslexia**

**Dyslexia Assessments and  
Consultancy**



# Stress

## Top Tips



### Top Tips for Managing Stress In Individuals With Special Education Needs/ Disabilities

By Carol Spiers, FISMA, FPSA, MIHPE  
Chair, Founder International Stress Awareness Week  
The International Stress Management AssociationUK

Managing stress in individuals with special education needs / disabilities is not easy and so I asked one of our members, Tracy Pike MBE, to draw on her experience and insight in the field.

When we are stressed our brains and emotional functioning revert into reptilian brain mode. For children who are on the spectrum the way we try to engage with the middle and upper brain must be at the forefront as to how we are able to help them make sense of the outside world.



Here are some tips the progress calm and rational thinking

- Use 'Mindfulness' breathing techniques - help the individual to learn how to 'belly breathe' in through the nose and out through the mouth, imagining a balloon inside their tummy which fills up with air when they breathe in and deflates when they exhale. This can help them 'press the pause button' when stressed and help them to manage their emotions and think more logically. Do these breathing techniques with them to encourage and support them to do them properly instead of giving up too easily. Like anything new, the more you practice a new technique the easier it will become just like exercising a muscle!
- Help them to build an idea of a 'Safe or Peaceful Place' where they can go in their mind when stressed or remind them to think of their favourite memory or pet. This technique can be invaluable in de-escalating a stressful situation but some individuals may struggle to engage with this technique e.g individuals on the ASD spectrum who

- struggle with imagination/visualisation techniques.
- Model the behaviour you would like to see – we learn how to deal with stress from those around us! Try not to show panic when stressed and show it's normal for these things to happen whilst using the techniques you are learning together. This will give them evidence that they work and they will be more open to using them.
- Engage in role play with a favourite toy, doll or teddy to help them understand and manage a difficult situation or feeling. This can help the individual to step outside the situation as though it were happening to someone else and engage in problem-solving and 'curiosity' modes. This touches on a similar technique which is to encourage them to consider what advice would they give to a friend in a similar situation. Thinking of it as another person's issue can enable them to detach enough from the trigger to be able to problem-solve.
- Point out times they have coped really well in the past – they coped then and can do it again! This builds confidence and a positive mindset.
- Use positive words – 'Okay. This has happened but if we breathe, press our 'pause button' we can work this out together!'
- Laugh about it if you can! Using humour can distract from the trigger and help to see a bigger picture. Distraction techniques can also help stress and fear from escalating out of control.
- Be kind to yourself as an example to others. Show the individual how to stop, breathe and be kind to themselves when stressed to prioritise self-care and cultivate calmness.
- Build a reference book of activities that help them to feel calm or things they enjoy doing e.g colouring, stroking a favourite pet, doing exercise. Doing activities helps to engage the 'left/logical' side of the brain and disengage from the 'right/emotional or reactive' side of the brain which will reduce any emotional effect and help them to be more able to problem-solve or reason with. They can also design it themselves as a personal 'tool kit!' of coping strategies.

**Join our online Global Stress & Wellbeing Summit – 2 – 6th November 2020 which coincides with International Stress Awareness Week.**

**[www.isma.org.uk](http://www.isma.org.uk), [chair@isma.org.uk](mailto:chair@isma.org.uk)  
Tel: 07823 745056**



# Surviving Christmas After Bereavement



By Lisa Henry  
Counsellor/Bereavement Coordinator  
Wakefield Hospice - Tel: 01924 331400

2020 has been a year when we, as ordinary people have been living in very extraordinary times. Most of us have experienced losses this year due to Covid 19 in one form or another.

Many have had someone in our own life die, or know someone who has. If not through the virus itself the experience has been affected by the restrictions of it- e.g. Visiting/funeral arrangements  
Everyone has had a loss of freedom on some level, a loss of routine, work, school, finances, and restrictions on spending time with family and friends.

As we approach Christmas, it is really important that we acknowledge how all these different losses might be affecting the way we feel.

Christmas can be magical, especially for children ... but it can also feel like a time with lots of pressure for families, not only financially, but to feel or behave in a certain way ...as the song goes 'Tis the Season to be Jolly' ... no pressure there then !!

When someone is grieving, and feels a hole has been left in their life, or a person missing, it can be a very difficult time.

Below are some tips on how you might be feeling and on what might help.

Very common feelings to have when you are grieving:

- Angry
- Sad
- Jealous
- Guilty
- Anxiety
- Feeling Lost

Some people can feel like they are going 'mad' as can't concentrate, burst into tears, find it hard to eat, or eat more, and find sleep difficult. Others find that they ache physically as so sad inside.

All these are normal and natural responses after someone has died.

What Might Help:

- Remember grief is unique and it is not the same for everyone



- Do things at your own time, and at your own pace
- Don't try and do too much, maybe a tree and no decorations elsewhere or vice versa, or texts and not Christmas cards
- Consider changing what you 'normally' do, smaller meal/buffet-rather than a full Christmas Dinner
- Have a Plan A and make a Plan B in case your feelings about what you can manage change
- Do accept some invitations to spend time with people you are comfortable with and who care for you
- Acknowledge your special person, with lighting a candle /having their photograph at the table/ sharing stories
- Try not to drink too much -alcohol reverse its own effect and can make us feel worse
- Try get outdoors for fresh air each day
- Drink water
- Believe in yourself - you can and will get through, it is only a few actual days ...
- Remember your greatest gift this year is YOU

Here are some useful websites:

## Useful websites for adults

[www.gov.uk](http://www.gov.uk)

<https://www.cruse.org.uk/>

[www.thegoodgrieftrust.org](http://www.thegoodgrieftrust.org)

[nationalbereavementalliance.org.uk](http://nationalbereavementalliance.org.uk)

[www.griefandlosswyh.co.uk](http://www.griefandlosswyh.co.uk)

## Useful websites for children

[www.winstonswish.org](http://www.winstonswish.org)

[www.childbereavementuk.org](http://www.childbereavementuk.org)

[www.griefencounter.org.uk](http://www.griefencounter.org.uk)

# Lockdown Success Stories!



**Life under lockdown has been strange, worrying and stressful for so many. Yet in these trying times there are happy and positive moments! Here are some of your success stories:**

“My son Oliver, age 10 with downs syndrome, learnt to ride his bike through lockdown. It has stabilizers but he wouldn't even sit on it before lockdown.” – from AA

“Poppy has been involved in 5 lockdown videos including a panto, a Liquorice Festival film, a Yorkshire Day film and 2 music videos!” – from SR

“My son's language has come on loads, started playing with his sister and initiated play at the park today!” – from BL



“Hello, I wanted to share our son Harry's lockdown achievement. Harry is autistic and has epilepsy, he is 7 years old and during lockdown we knuckled down to try and improve his pencil grip. Harry followed an occupational

therapy recommended programme and with a lot of encouragement we managed to master a proper pencil grasp without using his pencil grip aids. This has gone from strength to strength and his handwriting has improved dramatically! He now picks up his pencil and holds it correctly EVERY time and enjoys writing letters to his daddy who is deployed with the army! I could burst with pride!” – from HG

“My son walked on tip toes before lock down and all he's done is run round and play on trampoline - due to this it's made his legs strong and now a lot less tip toe walking.” – from DMP

“A lockdown win - our son Ned, who is 6 and autistic, finally learned to swing himself on the garden swing. Our previous hours spent pushing him have been replaced with watching him nervously as he flies through the sky on his swing.” – from BB

“Hi,  
I thought I would share my daughter's successes as there have been so many. I'm sure it's because we are at home and it's just us. This is where she's most comfortable and there's no rushing around. She has started asking for things which she didn't do before like “swing, biscuit, rabbit” etc. It isn't all the time but she's able to do it now! She has also started saying “let's eat” when she's hungry or if someone is talking to us and she wants to go she will say “bye bye now see you soon”.

She has never started the game of catch herself but now she picks up the ball and throws it at her brother to show him she wants to play. She will show us who she wants us to throw it at by sort of pointing to the person.

She's starting to understand the game tag and even joins in a little with kicking a ball which she wouldn't do before. She gets her brother by his hand and pulls him to play with her.

She even kicks the ball for her grandma's dog now and giggles her head off when he brings it back. Her fear of walking down the stairs seems to be loads better too and it's not often she needs carrying down them now or gets anxious.

Her understanding seems to have come on too – she understands ‘wait’ now.

She also hasn't let me put her hair up for well over a year and has started letting me put it up now.

It's true when they say, get the environment right and the child will flourish” – from K

“Our son has made improvements in his emotional literacy and has started to learn better strategies for calming down when he's frustrated. He's loved learning life skills during lockdown too! He now loads the washing machine and loves mowing the lawn (with help) which is great “heavy” work!” – from EB

**What inspirational stories! Thank you so much to everyone who shared their successes and well done to you all - children, young people and parents alike. If you have any more positive moments or small steps of progress that you would like to share for the next issue then email me at [usha.gough@barnardos.org.uk](mailto:usha.gough@barnardos.org.uk).**



# Sustain Housing Support



## Who we help...

Sustain works with single people, couples and families who live locally or have a connection to Wakefield and who are at risk of homelessness. We will work with those who have an identified support need that impacts on their ability to maintain accommodation. We support those who are over 16, have accommodation or who are about to move into suitable housing and are in receipt of Housing Benefit or Universal Credit.

## How we help?

As part of Wakefield Council's Housing Sustainment Pathway we provide person centred support. Service Users will have their own support worker who will look at their existing strengths and skills and develop a support plan with them.

This plan may include assisting with budgeting and cooking, accessing counselling services, peer support, befriending and volunteering. Support is provided for up to 12 months but can be flexible according to need.

## Case study

When Tom (pseudonym) was referred to us, he was not in receipt of any benefits, was not taking his prescribed medication and would not leave the house due to poor mental health. At his assessment, he sat in the corner and cried, telling us of his weight loss due to having no money for food. Tom was in debt, with rent arrears and unpaid utilities and his internet had been cut off. Because of this, he had not seen friends or family in over 6 months.

We supported Tom in accessing benefits, including ESA and PIP, obtaining a Yorkshire Water grant to pay off some of his debt, getting pre-payment meters fitted and debt management. He was encouraged

to leave his property, engage with his GP, and collect his own medication. Through Sustain, Tom is now in receipt of Housing Benefit, has had his internet connection reinstated, is back in touch with friends and family, including his daughter, who he had not seen in many years, is back at a healthy weight and successfully living independently in the community.

Follow Us:

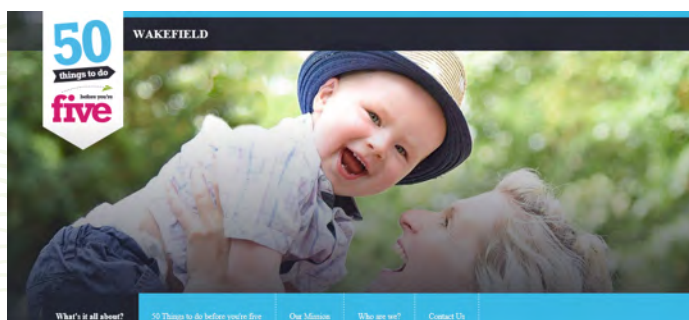
Twitter- [https://twitter.com/TLA\\_Sustain](https://twitter.com/TLA_Sustain)

Facebook- <https://www.facebook.com/Tlivesaround/>

## St Catherine's Church Centre

Doncaster Road  
Belle Vue  
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## 50 Things To Do Before You're 5!



'50 things to do before you're 5' is an App and website which offers many ideas of things to do with your under 5's. Within the activities there are local links, ideas on how to be creative, ways to explore and express ideas, physical activity games, plus so much more. Many have an extra section on including and adapting the activities for children with SEND. This is a wonderful opportunity to bond and have fun with your children, while supporting them to grow and develop. The activities are

based on research of how children learn and are low cost to make them accessible to the majority of under 5s across the district

There will be ideas on the app that you will not currently be able to do e.g. go to a Messy play group session, due to covid-19 restrictions. However, there will be variations on how to tick off your activity.

So how can you access it? Scan the QR code below or visit the Wakefield site: <https://wakefield.50thingstodo.org/app/os#!/whats-it-all-about>

Families are encouraged to share their activities on social media using **#50ThingsWakefield**

Find us on Wakefield's local offer site: <http://wakefield.mylocaloffer.org/50-things-to-do-before-youre-5>



# Wakefield Information Network Goes Online



## What is the IN?

The IN is a register of families with children and young people with special educational needs and/or disabilities (SEND), aged 0 to 25 years.

Why do we have a register and what do we use it for? The Children's Act 1989 requires Wakefield Council to keep a Children's disability register. It is voluntary to join. You can request to have your child's details removed at any time.

It helps the Council and partners plan and develop services for children and young people. It will also inform the future needs of adult services in the area.

## Who can join?

- Parent or carers of a child or young person with additional needs.
- Young people aged 16-25 years with additional needs who are able to understand and make their own decisions about how we could use their information.
- Practitioners who work with families with children and young people with SEND.

## Why should I join?

When you join the IN you can choose to be given a free Max Card. A Max Card gives you and your family discounts on days out. Places you can visit are listed on [www.mymaxcard.co.uk](http://www.mymaxcard.co.uk).

If you choose you will receive a termly newsletter, information about support and services, consultations and events that are relevant to children and young

people with disabilities and families.

## What information will I be asked?

We ask you for

- You and your child's / young person's name, address, date of birth
- Child/young person's disability
- Details of ethnicity, which you can opt not to share
- How you prefer us to contact you

## How do I join?

A quick and easy way to complete the form is on line at <http://wakefield.mylocaloffer.org/information-network> or you can download a copy of the paper Application Form. You can also contact the SEND Development Team by email at [informationnetwork@wakefield.gov.uk](mailto:informationnetwork@wakefield.gov.uk) and we will send you a copy to complete or telephone **01924 302471**.

## Where will the information be kept and who can access it?

The information you give us is managed by the SEND Development Team, Wakefield Council. It is held confidentially and securely under the terms of the General Data Protection Regulations (GDPR). We will contact you every two years to make sure your information is up to date.

## How can I find out more?

For more details on the IN visit the local offer at <http://wakefield.mylocaloffer.org/information-network> or contact the council on the number above.

## Wakefield Toddler Sense

Toddler Sense classes are diverse and offer a range of activities for toddlers 13 months to 5 years. The classes are made as inclusive as possible and are suitable for children with special needs. Our classes are split into 2 sections. The first part is adventure play. Here, the children explore

equipment (supervised by an adult) such as bouncy castles, soft play, ball pools, balance beams, tents/tunnels etc. This allows them to build their confidence, physical abilities, independence and social skills. We then create a space for us all to join in various activities ranging from parachute activities, musical instruments, sensory activities, puppet shows etc. All the activities have been designed following research and will help to develop teamwork,

communication, cognition, self-awareness and expression, all while having lots of fun.

Due to Covid-19 we are currently running classes online via Zoom.

Contact Claire Dixon for more information:  
Wakefield Toddler Sense  
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[www.toddlersense.com](http://www.toddlersense.com)  
**07889135825**