

See inside for **INFORMATION ON:**

- Reasonable Adjustments
- Education, Health and Care Plans
- Build Our Futures

# & news & views

Wakefield Local Offer





# Welcome to the autumn edition of News and Views



Like and follow our Facebook page to get up to date information on activities and services.

Find us at <https://www.facebook.com/WakefieldWESAILandLocalOffer>

**WakefieldWESAILandLocalOffer**

On Facebook, we will be sharing information about the following awareness days:

## 3rd December

International Day of Persons with Disabilities.

## 10th December

Human Rights Day

## 4th January

World Braille Day

## 27th January

Parent Mental Health Day

For families applying for a Reception school place for September 2025, the deadline for applications is Wednesday 15th January. You can find out more about the process, and search for schools by visiting <https://www.wakefield.gov.uk/schools-and-education/schools/school-admissions>

Some children will be starting at Nursery in January. Ambitious About Autism has lots of helping information in their parent toolkit. Find out more by visiting <https://www.ambitiousaboutautism.org.uk/understanding-autism/early-years/parent-toolkit>

You can also look at the transitions information on the Local Offer website. Visit <https://wakefield.mylocaloffer.org/common-worries/transitions>

Thanks to Wakefield Parent Carer Forum, Irwin Mitchell and Build Our Futures for contributing to this newsletter.

We love getting your ideas and feedback to use for our newsletters, so please do have your say by completing the survey for this newsletter. You can do this by visiting <https://www.surveymonkey.co.uk/r/BGZWXML>

Happy reading,

**Wakefield Early Support Advice Information Liaison (WESAIL) Service**



## What's New - Find these services and groups on the Local Offer

### Care Angels Batley Ltd - Service

<https://bit.ly/3XXV0A7>

Short breaks provider

### My Homecare - Service

<https://bit.ly/3TKeohs>

Short breaks provider

### Stride Theatre – Service

<https://bit.ly/3XXUTVd>

Short breaks provider

### VIP Red Bag - Service

<https://bit.ly/3BjWFas>

Important health and support information in one place.

### Pivot Academy - Education Provider

<https://bit.ly/4gCIGN3>

Specialist independent school

# Reasonable Adjustments from WPCF part 2



**Wakefield**  
Parent Carer Forum

## **EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND**

### **REASONABLE ADJUSTMENTS FOR SOCIAL EMOTIONAL & MENTAL HEALTH -**

- Plan to catch the child doing the right thing & give praise.
- Look for opportunities for the child to show their strengths, something they are good at.
- Provide opportunity for the child to have positions of responsibility to boost self esteem & confidence.
- Provide opportunity for the child to build a relationship with staff responsible for discipline to reduce fear/worry.
- Agree a trusted adult or key worker the child is comfortable with & can talk to during the school day to share any concerns.
- Provide counselling, Pastoral Support, ELSA (Emotional Literacy Support Assistant) 1:1 & in small groups.
- Arrange structured activities during break/lunch times.
- Provide adult support for predictable trigger situations.
- Provide social skills training.
- Provide conflict resolution training.
- Provide problem solving training.
- Administering top up medication during the school day.
- Depart from standard rewards policy to specifically reinforce child's progress in areas of difficulty.
- Depart from standard sanctions policy & apply different sanctions if necessary.
- Disregard some behaviours.
- Have a calm space or quiet space for break/lunch times.
- Pair with a role model buddy.
- Agree secret communication with a teacher/TA.
- Extra warnings for transitions between lessons/activities.
- Additional adult support for transition times.
- Provide anger management therapy.
- Raise peer awareness of SEND.
- Provide nurture groups.
- Provide structured behaviour management programme.
- Use of toilet pass.
- Use of pass to leave lesson a couple of minutes early to avoid noise and crowding in corridors.
- Staggered start time/finish time to avoid noise and crowding going into/out of school.



# Reasonable Adjustments from WPCF part 2



**Wakefield**  
Parent Carer Forum

## **EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND**

### **REASONABLE ADJUSTMENTS FOR PHYSICAL & SENSORY -**

- Allow use of fidget toy or sensory toy - There is no approved list of sensory or fidget toys as these need to be what is helpful and appropriate for each individual child. An ideal fidget toy would be something small & discreet which might fit in your child's pocket. As long as the toy is not causing a distraction to others then it is reasonable to ask for your child to be allowed to use them. We also have a sensory shop at our unit in Castleford where you can purchase small sensory & fidget toys.
- Allow use of ear defenders to reduce distractions & sensory issues.
- Allow regular movement/brain breaks.
- Allow alternative methods of recording such as touch typing or a scribe instead of handwriting if child has physical or fine motor difficulties.
- Allow use of photographs to record instructions instead of copying from the board.
- Provide child with a copy of powerpoint/presentation notes rather than child writing things down.
- Allow oral presentation of work.
- Provide pen/pencil grip.
- Relax uniform requirements - this might include things like - top button not fastened, alternative fabric/style of clothing, wearing trainers, coming to school in PE kit rather than having to get changed in school.
- Allow high calorie snacks if eating/appetite is a concern.
- Provide adult support with eating/drinking if needed.
- Administer top up medication.
- Provide sensory diet.
- Provide early lunch pass to avoid busy corridors/dining hall.
- Consider child's basic needs - MASLOW's hierarchy of needs.
- Provide OT (Occupational Therapy) as advised by therapist.



**WWW.WAKEFIELDPARENTCARERS.CO.UK**



# Reasonable Adjustments from WPCF part 2



## EXAMPLES OF REASONABLE ADJUSTMENTS FOR A CHILD WITH SEND

### REASONABLE ADJUSTMENTS FOR LANGUAGE, COMMUNICATION & INTERACTION -

- Teach child active listening skills.
- Teach child social skills.
- Provide SALT (Speech & Language Therapy) as advised by therapist.
- Teach non verbal cues.

### REASONABLE ADJUSTMENTS FOR COGNITION & LEARNING -

- Consider classroom positioning - front/back of class, near a door/window to avoid distraction, or need to look around. Close to peer role models.
- Breakdown work into smaller chunks both in class & for home work. Ensure work is differentiated in line with the child's ability.
- Address child by name & give simple single step instructions when speaking.
- Accepting less or no homework, agree with parent/carer what is suitable for that individual child.
- Provide opportunity to complete homework in school - during school day or after school homework club.
- Provide sample of work to model what is required from the child.
- Reduce length of assignments inline with child's ability.
- Provide a list of steps to help child complete each task.
- Provide a scribe, reader or prompter in class.
- Allow extra time to complete work, tests, exams.
- Allow rest breaks.
- Allow use of lined answer sections on worksheets.
- Allow use of ear defenders to reduce distractions.
- Allow tests to be completed in a separate room away from peers & distractions.
- Provide individual specialist teaching/interventions as advised by professionals.
- Provide specialist computer programs such as Lexia, etc.
- Personalise work topics to increase child's level of interest & willingness to get involved.

### REASONABLE ADJUSTMENTS FOR EXAMS -

- Just like in lessons, reasonable adjustments can also be made in exams - these are called Access Arrangements. They should have been identified by a professional as needing to be in place to support your child & very importantly, the child MUST already be using these access arrangements in lessons as part of their normal way of working. For example using a laptop in an exam would be an added challenge if it wasn't their normal way of working. Speak to your SENCO to discuss what access arrangements school intend to apply for to support your child.

# How to obtain an EHCP



An Education, Health, and Care Plan (“EHCP”) is a legal document that outlines the education, health, and social care needs of a child or young person with special educational needs and disabilities (“SEND”). It also specifies the support required to meet those needs.

This first step is requesting an Education, Health, and Care Needs Assessment (“EHCNA”) from the Local Authority.

Who can request an EHCNA?

This can be done by:

- **Parents or Carers:** You can write to your Local Authority requesting an assessment.
- **Young People:** If you are over 16, you can request an assessment yourself.
- **Schools or Nurseries:** They can also request an assessment on behalf of the child.

You should include any relevant evidence, including but not limited to: school reports / behaviour logs, attendance / exclusion data, reports by therapist, and medical reports.

Common myths about requesting an EHCNA:

- The child or young person needs a formal diagnosis.
- Only those with a diagnosis of autism can get an EHCP.
- A child needs to have been held back a year already.

## When should a LA undertake an EHCNA?

The law under the Children and Families Act 2014 states a Local Authority must undertake an EHCNA if the following applies:

- They consider the child/young person may have SEND; and
- They consider the child/young person may require special educational provision to meet those needs.

This legal test is a very low bar; however, Local Authority’s still often refuse to conduct an assessment. Local Authority’s routinely incorrectly apply the legal test for when to undertake an EHCNA.

If a Local Authority refuses to conduct an assessment, then this creates a right of appeal to challenge this decision in the First-tier Tribunal (Special Educational Needs and Disability).

## What happens after a request for an assessment is made

Once the request is made, the Local Authority has 6 weeks to decide whether to conduct an assessment. If they agree, the assessment will involve:

- **Gathering Information:** The Local Authority will collect information from various sources, including schools, health professionals, and social care services. Parents/Carers or the student themselves can request specific assessments to be completed, such as Occupational Therapy (OT), Speech and Language Therapy (SALT).
- **Meeting with Professionals:** You may be asked to meet with professionals to discuss the child’s needs.
- **Parental and Child Input:** Their views and the views of the child or young person will be considered.

## Decision to provide an EHCP after an assessment

After the assessment, the Local Authority will decide whether to issue an EHCP.

If they decide not to issue an EHCP, they must provide reasons and inform you of your right to appeal within 10 weeks (16 weeks from the initial request).

You can challenge a Local Authority’s decision not to issue an EHCP after assessment through the First-tier Tribunal (Special Educational Needs and Disability).

## Drafting of the EHCP

If the Local Authority decides to issue an EHCP, they must provide a draft EHCP within 14 weeks of the initial request.

# How to obtain an EHCP



This draft will include:

- **The Child's Needs:** Detailed information about the child's educational, health, and social care needs.
- **Outcomes:** The desired outcomes for the child.
- **Support Required:** The specific support and services that will be provided to meet the child's needs.
- **Placement:** It will name the specific educational placement that the child or young person will attend. The parents/guardian will be asked to name their preference for placement.

A 'draft EHCP' will be provided. You will have 15 days to review the draft plan and request any changes.

After reviewing your response, the Local Authority will make any necessary amendments and issue the final EHCP. A formal decision letter will also accompany the final EHCP. A final EHCP must be issued within 20 weeks of the initial request for an EHCNA.

This final plan will be reviewed annually to ensure it continues to meet the child's needs.

## Implementing an EHCP

Once the EHCP is finalised, it is the responsibility of the Local Authority to ensure that the support outlined in the plan is provided. Schools and other services must work together to implement the plan effectively.

If the provisions of an EHCP are not being implemented, then you may be able to enforce this through Judicial Review.

## What to do if not happy with final EHCP

If you are unhappy with the final EHCP, then you will have a right of appeal to challenge the contents of the EHCP through the First-tier Tribunal (Special Educational Needs and Disability).

You have two months from the date of the formal decision letter to bring an appeal to the First-tier Tribunal, or one month from the date of a mediation certificate – whichever is later.

## Conclusion

Obtaining an EHCP can be a complex process, but it is a crucial step in ensuring that children and young people with SEND receive the support they need. By understanding the process and knowing your rights, you can advocate effectively for your child's needs.

With many thanks to Irwin Mitchell for providing this information.



For free and independent legal advice and support, please visit <https://www.ipsea.org.uk/Pages/Category/what-we-do> for further information.





# Differences in routine - Tips for supporting children and young people over winter



1. Work with your child or young person's educational setting to support reasonable adjustments.



2. Find out about what changes to routine will be happening at nursery, school or college.



3. Keep to known routines at home as much as possible. You could use a visual timetable to help.



4. Use social stories to support with different activities or events during the holidays.



5. Give children and young people choices about what is going to happen. For example, helping to choose decorations if you put them up.



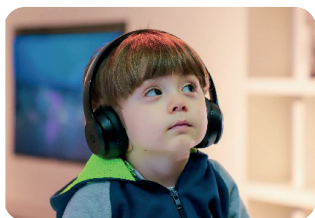
6. Keep to safe foods. Avoid pressure to try new or seasonal foods.

# Differences in routine -

## Tips for supporting children and young people over winter



7. Plan to have rest days and days that are less busy.



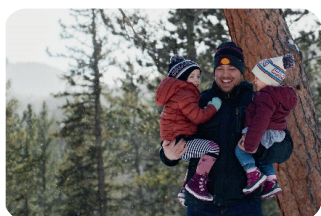
8. Ensure your child's regulation tools are available, e.g., noise cancelling headphones, fidgets, sensory and chew toys etc.



9. Allow time away from social situations. Let your child or young person lead this.



10. Think about ways to do presents. For example, you could allow your child or young person to receive these at a time that suits them, agree beforehand what they will receive and or not use wrapping paper.



11. Find things to do that you enjoy.

# Build Our Futures



## What is Build Our Futures

Build Our Futures is Wakefield's main voice and participation group. It supports children and young people to have their say in the services and support they receive.



## Who can get involved

Any child or young person growing up in the Wakefield district can get involved.

## What do Build Our Futures do

- Hold meetings
- Interview
- Provide training
- Record podcasts
- Review services by mystery shopping
- Host summits
- Advise professionals
- Present our ideas
- Plan for the future

## OUR GROUPS

### Build Our Futures Forum (BOF)

This group is made up of members from across Wakefield. We meet to talk about district-wide issues. We work with Wakefield Council and partner agencies to help improve the futures of Wakefield's children and young people.

Age range: 11 – 19 (up to 25 with Special Educational Needs and or Disabilities).



### Wakefield Youth Council / United Kingdom Youth Parliament (UKYP)

Members of the UK Youth Parliament are elected. They use their voice to bring about social change. They work on local, regional, and national priorities, representing Wakefield.

Age range: 11 – 19 (up to 25 with Special Educational Needs and or Disabilities)

### Children in Care Council and 16+ Care Leavers Forum

These groups are for children in care and care leavers. This includes young people with a special guardianship order (SGO) and in kinship care.

Age range: 11 – 25

### Shout Out for Change

This is a group for young people with Special Educational Needs and or Disabilities (SEND). The group work to ensure their voices are heard on issues that affect them. They also influence local and national decision making.



Age range: 14 – 25

## BUILD OUR FUTURES SUMMITS

Build Our Futures host summits each year. These are opportunities for children and young people to:

- Celebrate achievements
  - Take part in activities
  - Meet professionals to work on priorities together
- Build Our Futures Summits take place in May and November.

## Contact Us

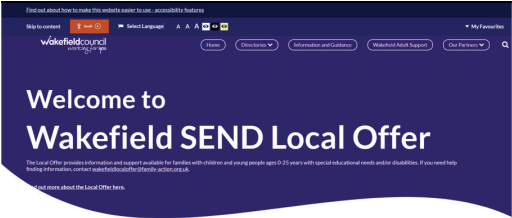
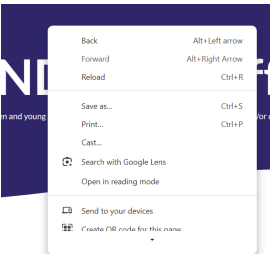
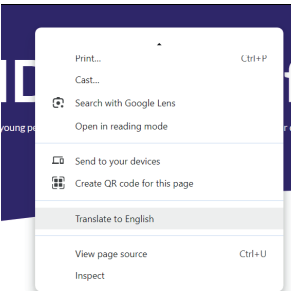
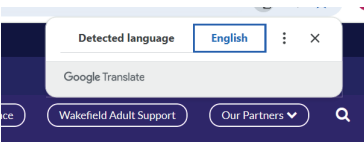
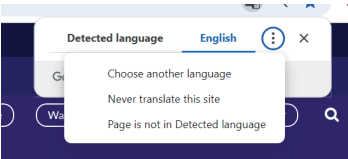
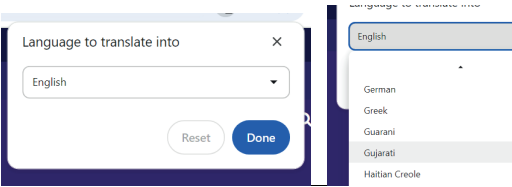
For more information, please get in touch.  
Email us at [buildourfutures@wakefield.gov.uk](mailto:buildourfutures@wakefield.gov.uk)  
Call us on 01924 302116  
Text us on 07920 751202





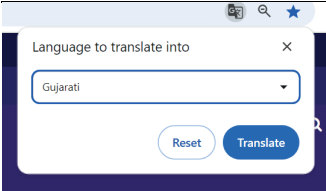

# How to translate the Local Offer Website into other languages



	<p>1. Go to <a href="https://wakefield.mylocaloffer.org">https://wakefield.mylocaloffer.org</a></p>
	<p>2. Right click on your mouse button. This will bring up a menu.</p>
	<p>3. Scroll down the menu. Click on Translate to English.</p>
	<p>4. A pop up box will appear at the top right of the screen. Click on the three dots.</p>
	<p>5. A menu will appear. Click on Choose another language.</p>
	<p>6. This will bring up a list of languages to choose from. Click on the little triangle and scroll down to find the language you want.</p>

# How to translate the Local Offer Website into other languages



	<p>7. Click on the blue translate button.</p>
	<p>8. The page will now be in your chosen language.</p>
	<p>9. To change back to English, or to choose another language, repeat the above steps.</p>

For help or an alternative way of changing the language, please email [wakefieldlocaloffer@family-action.org.uk](mailto:wakefieldlocaloffer@family-action.org.uk) or leave a message on 01924 965588.

## Max Cards

**wakefieldcouncil**  
working for you

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 lasts for 2 years.

A Max Card is free if you join the Information Network. This is also called the IN. You can join the IN by visiting <https://wakefield.mylocaloffer.org/information-network/how-can-i-join>

For places you can visit, go to <https://mymaxcard.co.uk>

If you have lost your card, or it has expired (this means the date has run out) then contact the IN.

They will help you get a new one. You can email them at [informationnetwork@wakefield.gov.uk](mailto:informationnetwork@wakefield.gov.uk)

You can also ring them on **01924 302 471**

