



West End Academy **SEND Information Report 2021-2022**

Definition of SEND

West End Academy recognises as stated in the SEND Code of Practice, 2014 that:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

SEND Code of Practice 2014

The Children and Families Act (2014) reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2014). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support pupils with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for pupils with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

- *The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.*
- *Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.*
- *Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.*

Inclusion and Special Educational Needs and Disability (SEND)

- Children and young people with Special Educational Needs and Disability (SEND) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. Many children and young people will have SEND of some kind at some time during their education. West End Academy can help most children and young people succeed with some changes in lessons but some children and young people will need extra help for some or all of their time in education and training.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a joined up approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

Policies and Legislation

This School Information Report is written with reference to the following government legislation:

- SEND Code of Practice 2014
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled pupils 2012
- Data Protection Act 2018
- Equality Act 2010
- Keeping Children Safe in Education 2018
- Guidance for safer working practice for those working with children and young people in education settings 2015

To see our SEND Policy and other related policies please visit - <https://west-endacademy.org/policies/>

Documents will be supplied on request.

Wakefield Local Offer

Every Local Authority across England must publish a local offer, which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

As an Academy, we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for pupils with SEND. Below is information that you may find helpful about how we support pupils with SEND and their families.

For links to the Wakefield Local Offer parents/carers can access the website at <http://wakefield.mylocaloffer.org/Home>

Key Information

Address: West End Academy, Regent Street, Hemsworth, Pontefract, West Yorkshire, WF9 4QJ

Head Teacher: Mr Chris Johnson

SENCO: Miss Laura Fidler

Email: westendadmin@watertonacademytrust.org

Telephone: 01977 616 732

Website: <https://west-endacademy.org/>

Age Group: 3-11

Category of Education Provision: Nursery, Primary Academy

Educational Provision Accessibility: Monday – Friday

Link to current SEND policy: <https://west-endacademy.org/policies/>

Link to current Medical Conditions policy: <https://west-endacademy.org/send-special-educational-needs-and-disabilities/>

Link to current Disability Equality policy: <https://west-endacademy.org/policies/>

Link to current Accessibility Plan: <https://west-endacademy.org/policies/>

Link to current Safeguarding policy: <https://west-endacademy.org/policies/>

Link to current Complaints procedure policy: <https://west-endacademy.org/policies/>

How will West End Academy support children with Special Educational Needs and Disabilities (SEND)?

Ethos

Our vision at West End Academy is for all our children to be “Learning and Growing Together”.

We believe this is crucial if every child is to be successful at school and the importance of working as a team in order to achieve great results is always promoted throughout school life.

We are committed to improving the quality of the educational provision for all our children, which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives.

It is our responsibility to nurture our children whatever their educational need and to encourage each child to achieve their potential, not only intellectually, but also physically, creatively, emotionally and socially.

SENCO

The Academy has a named coordinator of SEND, Laura Fidler, who makes decisions and develops support for pupils with SEND, alongside the Head teacher and Governing body. Daily responsibilities are providing support for pupils identified as

	SEND, including those with Education Health and Care plans, and their families. This member of staff is also responsible for communicating with parents/carers of pupils with SEND and external agencies who may offer support.
Policies	<p>The following policies are reviewed annually and are available to view in school and on our school website under the 'policies' section:</p> <ul style="list-style-type: none"> • Special Educational Needs and Disability (SEND) • Accessibility Plan • Disability and Equality Policy • Medical Conditions Policy • Safeguarding Policy
Types of SEND	<p>There are four broad areas of need as identified in the Code of Practice (2014) which West End Academy supports are:</p> <p>1. Communication and interaction (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)</p> <p><u>ASC</u> Pupils with ASC may find it difficult to:</p> <ul style="list-style-type: none"> - understand and use non-verbal and verbal communication - understand social behaviour, which affects their ability to interact with peers and adults - think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p><u>Speech and Language</u> Children and young people may have a range of difficulties with speech and language, some of which may resolve as the pupil develops. These difficulties could be:</p> <ul style="list-style-type: none"> - to their production of speech. - it may be hard to find the right words or to join them together meaningfully in expressive language. - problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas - difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. <p>2. Cognition and learning</p>

(for example dyslexia, dyspraxia, dyscalculia)

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity can seriously affect a pupil's concentration, behaviour and learning. They will often feel easily bored, may be distracted by others and sounds and sights, be impulsive and find it hard to focus in lessons.

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.

Severe Learning Difficulty (SLD)

Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.

Specific Learning Difficulty (SpLD)

"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)." (2013 SEN Code of Practice)

3. Social, Emotional and Mental Health (SEMH)

(for example anxiety, attachment difficulties, Obsessive Compulsive Disorder)

Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These pupils may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.

4. Sensory and/ or physical needs

(For example hearing impairment or visual impairment)

Hearing Impairment (HI)

Pupils HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe pupils with visual impairments.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

Physical Disability (PD)

There is a wide range of physical disabilities Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND. For others, the impact on their education may be severe.

Some pupils may have primary SEND needs and additional or complex needs from more than one category.

As an Academy, we will ensure that we are aware of each need and that learning is personalised to ensure that all of these needs are met to enable the pupil to learn. If pupils are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning, they may be assessed as having SEND. This may be due

	<p>to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns.</p> <p>SEND can affect learning in many different ways and pupils may have difficulty with:</p> <ul style="list-style-type: none"> • Reading and writing • Numeracy and mathematics • Concentration and staying on task, for example attention deficit conditions • Physical movement • Medical difficulties that affect health and wellbeing • Sensory processing, such as hearing or visual impairments • Social communication and socialising with others • Controlling and managing emotions, such as anger • Dealing with anxiety or stress
Identification	<p>There is a SEND referral process in place for staff to refer concerns of difficulties to the SENCO. Sometimes pupils may make progress below age expected levels or make limited progress over a long period of time, which could be linked to barriers to learning and SEND. It is the responsibility initially of teachers to identify pupils who have these difficulties. The teacher would then refer to the SENCO so that they could speak to the parents/carers and to the pupil to make assessments and plan the next steps for support.</p> <p>Some children come into school with Special Educational Needs and Disabilities already identified through work with agencies like Speech and Language Therapy. Other children are identified as having Special Educational Needs if they have difficulties that significantly impact on their learning despite access to quality first teaching. A child's particular type of SEND is identified by teachers in liaison with the SENCO, members of the SLT and outer agencies. Children are then placed on a SEND register.</p> <p>If a parent is concerned their child needs further support in school, they should speak to their class teacher initially and then the SENCO will assess if further support is needed. This might be in the form of assessments, screening checks, tracking of attainment, observation, advice and support from outer agencies etc.</p>
Curriculum Teaching and Learning	<p>Our school offers an appropriate curriculum that meets specific needs of our pupils, it is designed to engage and excite our pupils to ensure that all pupils are able to access the lessons they receive.</p>

	<p>All staff have high expectations and aspirations for children, resulting in all children accessing quality first teaching and learning on a daily basis. Clear differentiation, supports and structures such as visual timetables are put in place in the classroom to help all children to access the learning and make progress.</p> <p>Class teachers are responsible for planning for the learning of all the children in their class. They are supported in class with teaching assistants. These might work with small groups or 1:1, depending on the content of the lesson and the requirements of the class.</p> <p>Adaptations are made for pupils' to support them to access to the curriculum. Additional time, varied recording methods, adapted tasks and additional resources are used to help children to record what they know and have remembered over time. We provide children with Provision Maps, My Support Plans, Individual Care Plans, Personal Behaviour Plans and Education and Health Care Plans. These are regularly reviewed and new targets are set. Children and parents/carers are invited to share their views.</p> <p>We provide interventions, for example, extra booster lessons linked to English and Maths and Speech, Language and Communication programmes. Some of these programmes are commercially available programmes and some are planned for by the class teacher under the guidance of the SENCO. These are to aid achievement and progress. Teachers are aware that they need to ensure that children are given opportunities to apply their learning on programmes in the classroom. Some children are provided with more individualised learning programmes.</p>
<p>Extra-curricular activities</p>	<p>It is our aim that all pupils are able to fully participate in events and activities within the Academy. Extra-curricular activities are held each term for all pupils to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all pupils. If a pupil is in need of additional assistance or resources to access these activities, this will be provided. Assistance will be provided for pupils who want to engage in sports activities, visits and trips. Academy trips are planned to include all pupils and support for pupils with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment.</p>
<p>Assessment</p>	<p>Assessment is on-going and informal assessment takes place within each lesson.</p> <p>The attainment and achievement of children is monitored every half term by teachers and this is moderated by the SLT.</p> <p>When it is identified that children have not made enough progress and additional support is required, class teachers raise any concerns with the SENCO. At this point, the SENCO will suggest programmes of work or interventions that will help the child to make progress.</p> <p>In some cases, a referral to outer agencies may be made for additional support.</p>

	<p>Any programmes or interventions are monitored and progress is reviewed each half term. The Head Teacher holds Pupil Progress meetings with staff and will discuss children identified on the SEND register. The progress of each child is monitored and further support is advised when necessary.</p> <p>Class teachers are expected to share what they intend to put in place to support these pupils.</p>
Evaluating Effective Provision	<p>By assessing and reviewing the services provided for pupils, we can ensure that pupils are making progress towards planned targets and outcomes. This is important to make sure that pupils are achieving targets, narrowing the gap between themselves and their peers and making age expected progress.</p> <p>Ongoing assessment of data with regards to pupil progress with teachers, SENCO and Senior Leaders happens to ensure progress is being made.</p> <p>Regular reviews of the Provision Maps with pupils and parents/carers allows targets to be shared by all.</p> <p>Learning walks are carried out to observe Quality First Teaching in the classroom with feedback to staff to ensure the best provision is being provided.</p> <p>Review meetings and annual reviews are held where the provision of the pupils with SEND is looked at to ensure that the best provision is being provided.</p>
Budget	<p>Within school, we receive funding for some children with SEND. For those children with more complex needs or an EHCP additional funding may be received from the Local Authority. Other children might be supported individually or in small groups for set times during the day. Interventions take place throughout the school day and they are run by teachers, TAs and HLTAs. These are coordinated and supported by the SENCO. Additional specific resources may be purchased, e.g. visual, sensory or hearing devices to support children to access the curriculum.</p>
Training	<p>The SENCO has undertaken the National Award for SEND Coordination.</p> <p>Teachers within school have many opportunities to develop their own expertise so they can deliver Quality First Teaching. The SLT utilise learning walks, drop ins, lesson observations, conversations with children and book scrutiny to improve the quality of wave one teaching and learning in classrooms. These are recorded on training logs or pupil progress meeting documentation.</p> <p>Regular staff meeting time (at least once per term) is allocated to discuss Special Educational Needs allowing staff to access training as appropriate.</p> <p>Training is delivered according to the needs of the children in the school ensuring that teachers are equipped to meet the needs of the children in their class. This has been provided by the SENCO following the 'assess, plan, do, review' cycle.</p> <p>The SENCO arranges for outer agencies to provide training for non-teaching and teaching staff if appropriate.</p>

	<p>There are three staff members in school that are Team Teach trained and are competent at carrying out the strategies such as distraction techniques.</p> <p>The SENCO has attended recent training on reducing anxiety and fine and gross motor skills development.</p> <p>Speech and language therapists, occupational therapists working for the NHS have delivered 1:1 training sessions with teaching assistants who work with children who partake in these interventions.</p> <p>Habilitation therapists are available to work on a 1:1 basis with pupils and complete environmental audits to ensure safe environments for children are secured and maintained.</p> <p>Specialist expertise will be secured by the SENCO by liaising with outer agencies and reflecting ongoing training needs within the school's accessibility plan.</p>
<p>Partnerships with external agencies</p>	<p>Planning meetings are held with outer agencies to liaise with the school to plan additional support for pupils where appropriate.</p> <p>We utilise the support of other agencies including:</p> <ul style="list-style-type: none"> • Education Psychology Service • Communication and Interaction Team • Behaviour Support Services • Child and Adolescent Mental Health Services • Future in Minds • Learning Support Services • Early Help Hub (Wakefield Families Together) • School Nursing team • Health visitors • Hearing impairment services • Visual impairment services • Occupational therapists • Physiotherapists • Habilitation Specialists <p>School works closely with all outside agencies and has maintains contact via email or phone calls. The school will use the specialist advice of the agencies to ensure the curriculum meets the needs of the child.</p>

<p>Communication with Parents/Carers</p>	<p>The views and voice of our parents/carers is very important to the Academy. We operate an open door policy and welcomes parents into school. Most communication is held with parents before and after school, through meetings and parent consultations, which are held once per term. The SENCO will advise parents on local services they can access.</p> <p>Termly review Provision Map review meetings take place with class teachers and the SENCO where appropriate. New Provision Maps are shared and sent home with parents to ensure parents are aware what support and interventions their child is receiving in school. Other review meetings will take place during the year (such as parent evenings, EHCP annual reviews), these may be held with class teachers, the SENCO and parents attend plus any other outside agencies if appropriate.</p> <p>Reports from professionals are also shared with parents by class teachers with the support of the SENCO when needed. Throughout the entire process, parental involvement and communication is vital and this is something we encourage here at West End Academy. The SENCO makes herself available for parents should they wish to come into school to discuss information further.</p> <p>All meetings, which are held with parents, will follow the ‘assess, plan, do and review’ cycle of support for their child. This will include:</p> <ul style="list-style-type: none"> • Assess - The teacher and/or SENCO contacts parents/carers if any concerns are raised about barriers to learning to assess the needs of the pupil. • Plan – A meeting with parents/carers, the pupil and other agencies and professionals is held to discuss these concerns and planning for the right support. • Do – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention. • Review – We review the support and intervention to see if it has been successful and look at next steps for support. We meet with parents/carers and the pupil to find out what has worked and how we can better support their needs. Parents/carers will be consulted at all times if ever there is a change to the planned support for the pupil or any changes to their needs. <p>Where a pupil has a Supporting Me to Learn Plan, My Support Plan, Statement or Education, Health and Care Plan regular review meetings will be held with parents/carers to discuss support and progress on the plan. During these meetings learning outcomes, targets and review dates will be discussed and agreed.</p> <p>Parents can support their child by attending the meetings that are held with the class teachers and or SENCO, work with their child at home on the learning targets that are set and take part in following the school’s homework policy.</p>
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<p>Communication with children</p>	<p>Developing strong relationships with pupils and members of staff is very important so that pupils feel comfortable and confident to have conversations about their education and any concerns.</p> <p>The pupil voice is very important to the Academy as the pupil is at the centre of everything that we do. We will speak to the pupil before any meetings about them to ensure that they are able to express how they feel and what they think.</p> <p>Regular discussions are held with teachers and pupils to review their progress and discuss any concerns. The teacher will always listen to what the pupil needs and personalise learning to ensure that they are making progress. When writing the Provision Maps for the pupil, the pupil is always involved and their targets are shared with them so they understand what they are working on.</p> <p>Pupil questionnaires are used to collate the views of our children with SEND and this is also carried out on a yearly basis. For this, we use visual prompts and child friendly language, which allows us to see how the children feel they are progressing in their learning and what they enjoy at school.</p> <p>Sometimes pupils will also be invited to review meetings to express their thoughts and feelings if the Academy feels this will be beneficial to them. We will record what the pupil thinks and feels and SENCO will share this in meetings with parents/carers and external agencies. This is in the format of a Pupil Passport, which allows them to share their views and feelings linked to their achievements, progress and targets.</p> <p>Children’s views are also gathered and included during annual review meetings.</p>
<p>Well-being</p>	<p>As an Academy, we recognise that barriers to learning can have a lasting impact on pupils’ ability to learn and their life chances. We are proud that we are able to provide support for our most vulnerable pupils. We want to ensure that every pupil is able to fulfil their potential. To do this, we ensure that all pupils have access to pastoral support to improve their social emotional development and resilience.</p> <p>We have a zero tolerance attitude to bullying of all pupils, including SEND. Your child’s class teacher is the first point of contact for pupils, they monitor attendance, offer support and track positive discipline.</p> <p>SEAL lessons and assemblies raise awareness of bullying, e and online safety and healthy relationships, as well as many other key areas of pupil development. The promotion of Spiritual, Moral, Social and Cultural Development is clear through learning environments, workshops, lessons and community events. The school now teaches stand alone ‘Relationships and Health’ lessons.</p>
<p>Transition</p>	<p>All pupils including those with SEND are supported to make successful transitions from the foundation stage to primary school and from primary school to secondary school. We have very high aspirations for all pupils and work to improve outcomes the outcomes of SEND and the most vulnerable by giving them guidance and advice, including about education.</p>

	<p>Both reception and year 6 teachers (supported by the SENCO) works with the primary or secondary school to share information when pupils are in this year group. If necessary, the transition process includes extra visits, meetings with the SENCO and visits to the Academy. SEND pupils may also attend transition visits and events to develop their confidence and self-esteem. The SENCO invites the SENCO of the primary and secondary school to attend the Statements/Education Health and Care plans of the pupils transferring to High School to ensure they have a good understanding of how to meet their needs.</p> <p>If a pupil transfers schools mid-term, the SENCO will endeavour to attend handover and review meetings prior to transition to ensure the needs of the pupils are being met.</p> <p>For pupils who may require a placement in a specialist setting or resource provision, the SENCO will hold early annual reviews during the Autumn term in liaison with parents and carers, class teachers and outer agencies to submit to panel for review. All class teachers at West End Academy also endeavour to ensure that each year a child moves up into to a new class, they share relevant information and work collaboratively to ensure a smooth transition is achieved.</p>
Medical interventions	<p>We provide support with personal hygiene and administering medicines.</p> <p>A large number of staff members have up-to-date First Aid training; some have extended Paediatric First Aid training. School nursing have recently delivered training on administering epi-pens for children with severe allergic reactions. Our policies relating to this can be found on the school website. https://west-endacademy.org/policies/</p>
Accessibility	<p>We are a highly accessible school without steps; we have access for wheel chairs and disabled toilets.</p> <p>If parents/carers have English as an additional language, we can arrange for a translator to attend meetings to ensure that parents/carers are able to express their views. This applies to parent's evenings, meetings and other key events.</p> <p>Accessibility arrangements for examinations and tests will be applied for by the SENCO/Assessment Coordinator when needed in consultation with parents/carers and pupils, for example a scribe or reader.</p> <p>Additional facilities and equipment to support children and young people with special educational needs will be acquired by the school in consultation with Waterton Academy Trust.</p> <p>We work with outer agencies to ensure that pupils with visual or hearing impairments have a learning environment and are provided with additional resources which are suited to meet their needs.</p> <p>Please see the Accessibility Plan on our website at https://west-endacademy.org/policies/</p>
Adaptations	<p>Additional resources as purchased to support pupils to increase their access to the curriculum. Examples of resources the school has available are as follows:</p> <ul style="list-style-type: none"> • slope boards • wobble cushions

	<ul style="list-style-type: none"> • non-slip mats • adapted scissors, pencils etc • adapted seating • coloured overlays • tinted interactive whiteboards • access to enlarged printed books.
Governing body	Each term the head teacher and/or SENCO provide the governing body with a termly update regarding the school's progress towards the SEND action plan and/or School Development Plan targets.
Complaints procedures	If you would like to make a complaint, our school has a complaints procedure. This can be found on our school website under the 'policies' section. https://west-endacademy.org/policies/

Key Terms	
EHC – Education, Health & Care Plan EPS – Educational Psychology Service LSS – Learning Support Services HI – Hearing Impairment Service VI – Visually Impaired Team	SALT – Speech and Language Therapist CIAT – Communication and Interaction Team BST – Behaviour Support Team CAMHS – Child and Adolescent Mental Health Service SEMH – Social Emotional and Mental Health

Support, advice and guidance for parents/carers

Type of Difficulty/ Area of need	Name of organisation	Contact information
<p>SEND support</p>	<p>Wakefield Early Support Advice Information Liaison (WESAIL).</p> <p>This is a service available to parents and carers of a child or a young person, who has, or may have Special Educational Needs and/or Disabilities (SEND) aged 0-25 years who are living within the Wakefield District.</p>	<p>Telephone: 01924 304152 Email: WESAIL@barnardos.org.uk Like our Facebook page: Wesail Wakefield Website: www.barnardos.org.uk/wesail-wakefield Address: Barnardo's Wakefield Services, Room 249, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH</p>
<p>Parent/carer workshops</p>	<p>Wakefield Early Support Advice Information Liaison (WESAIL).</p> <p>This service offers workshops to parents/carers. A variety of different workshops are available.</p>	<p>Telephone: 01924 304152 Workshops can be booked using the following link: Eventbright. Type in "wesail" in the search box to view all the workshops available and select the one you are interested in. You then need to click on the green "register" button, which takes you to a brief online booking form. Confirmation will be sent via email.</p>
<p>Family support</p>	<p>Early Help Hubs</p> <p>Early Help brings together professionals who will work with your whole family to try to improve things for everyone. Early Help can include support with things like parenting, employment, anti-social behaviour and emotional wellbeing. Early Help services are for the whole family. They are for families who have children and young people up to the age of 19, or up to age 25 if SEND, and who may need additional support</p>	<p>Dave Taylor Team Manager telephone: 01977 722305 Dave Taylor Team Manager email: cfhsoutheast@wakefield.gov.uk Website: http://www.wakefield.gov.uk/schools-and-children/early-help Address: South East Children First Hub Cedars Children's Centre Hemsworth, WF9 4QJ</p>

Parenting courses	<p>Parenting support</p> <p>We deliver a range of FREE parenting courses across the Wakefield district.</p>	<p>Contact: 01924 303301</p> <p>Website: http://www.wakefield.gov.uk/schools-and-children/supporting-families/information-for-families/parenting-courses</p>
Autistic Spectrum Conditions (ASC)	<p>National Autistic Society</p> <p>We are the UK's largest provider of specialist autism services. Our trained staff and volunteers bring passion and expertise to the lives of 100,000 autistic people every year. In this section, you'll find services directed towards autistic people, parents and carers.</p>	<p>Helpline: 0808 800 4104</p> <p>Website: www.autism.org.uk</p>
Autistic Spectrum Conditions (ASC)	<p>NHS</p> <p>This guide can help if you or someone you care about is autistic or might be autistic.</p>	<p>Website: www.nhs.uk/Livewell/Autism/Pages/Parentsguidetoautism.aspx</p>
Autistic Spectrum Conditions (ASC)	<p>Beat Autism</p> <p>Offer free parent support groups in Wakefield and Pontefract. They are friendly relaxed meetings where you can share your own experiences, learn from others and support each other in happy, funny, stressed and upsetting times.</p>	<p>Contact: 07903 271785</p> <p>Website: http://www.beatautism.co.uk/</p>
Attention Deficit and Defiance	<p>Children and Young People's ASD and ADHD (Wakefield) Care Pathway</p> <p>Advice and information.</p>	<p>Website: https://my-oscar.nhs.uk/care-pathways/mental-health/children-and-young-peoples-asd-and-adhd-care-pathway</p>

<p>Disorder (ADHD)</p> <p>Autistic Spectrum Conditions (ASC)</p>		
<p>Attention Deficit and Defiance Disorder (ADHD)</p>	<p>Attention deficit hyperactivity disorder (ADHD) service Wakefield</p> <p>We are a specialist community service that is accessible to local residents. We are friendly, approachable and our team always put the needs of service users, their family or carers first.</p>	<p>Contact: 01924 316494</p> <p>Website: https://www.southwestyorkshire.nhs.uk/services/adhd-service/</p>
<p>Attention Deficit and Defiance Disorder (ADHD)</p> <p>Mental Health</p>	<p>Young Minds</p> <p>We're the UK's leading charity fighting for children and young people's mental health. Our helpline provides support and advice to parents and carers worried about the emotional wellbeing or behaviour of a young person in their care with confidential expert advice.</p>	<p>Parent helpline: 0800 802 5544</p> <p>Website: https://youngminds.org.uk/find-help/conditions/adhd-and-mental-health/</p>
<p>Mental Health</p>	<p>CAHMS</p> <p>CAHMS is the 'Children and Young Peoples Mental Health and Emotional Wellbeing (Wakefield) Care Pathway'. The Wakefield child and adolescent mental</p>	<p>Telephone: 01977 735900</p> <p>Website: https://www.southwestyorkshire.nhs.uk/services/camhs-wakefield/</p>

	health service (CAMHS) provides assessment, interventions and support to children, young people and their families who are suffering from significant mental health or behavioural problems.	
Mental Health	<p>ChildLine</p> <p>Free and confidential helpline offering advice and support to families and children.</p>	<p>Telephone: 0800 11 11</p> <p>Website: www.childline.org.uk</p>
Mental Health	<p>HOPELINEUK</p> <p>If you are having thoughts of suicide or are concerned for a young person who might be you can contact HOPELINEUK for confidential support and practical advice.</p>	<p>Telephone: 0800 068 41 41</p> <p>Text: 07786209697</p> <p>Email: pat@papyrus-uk.org</p> <p>Website: https://papyrus-uk.org/hopelineuk/</p>
Mental Health	<p>BEAT</p> <p>Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image.</p>	<p>Telephone: 0845 634 7650</p> <p>Website: https://www.b-eat.co.uk/</p>
Speech, Language and Communication Difficulties	<p>Speech and language therapy (SALT)</p> <p>The Children's Speech and Language Therapy service is based in Mid Yorkshire Hospitals NHS Trust and sits alongside Children's Physiotherapy & Children's Occupational Therapy (OT). Together we form the Children's Therapy Team.</p>	<p>Contact: 01977 465417</p> <p>Email: children.salt@midyorks.nhs.uk</p> <p>Website: https://www.midyorks.nhs.uk/speech-and-language-therapy-children</p>

	<p>Children's Speech and Language Therapy helps children with a range of speech, language and communication needs (SLCN) to achieve and maintain their potential. It also provides support and advice to families and those working with children.</p>	
<p>Speech, Language and Communication Difficulties</p>	<p>Talking Point</p> <p>The Talking Point website has loads of great free resources to help parents and carers of children with speech, language and communication needs (SLCN), including a Progress Checker.</p>	<p>Further information at www.talkingpoint.org.uk</p>
<p>Speech, Language and Communication Difficulties</p>	<p>iCan</p> <p>Through our various programmes and services available throughout the UK, we can reach out to parents, practitioners and the children with speech and language difficulties.</p>	<p>Contact: 020 7843 2544</p> <p>Website: www.ican.org.uk/</p>
<p>Visually impaired</p>	<p>Royal National Institute of Blind People (RNIB)</p> <p>Are one of the UK's leading sight loss charities and the largest community of blind and partially sighted people. We recognise everyone's unique experience of sight loss and offer help and support for blind and partially sighted people – this can be anything from practical and emotional support.</p>	<p>Telephone: 0303 123 9999</p> <p>Website: https://www.rnib.org.uk/</p>

<p>Visually impaired</p>	<p>Wakefield District Sight Aid</p> <p>Our services include practical help and advice, and a wide programme of activities designed to provide emotional and wellbeing support.</p>	<p>Telephone: 01924 215555 Email: admin@wdsa.org.uk Website: https://www.wdsa.org.uk/</p>
<p>Deaf and hearing impaired</p>	<p>Wakefield & District Society for Deaf People</p> <p>This is a specialised service concerned with the needs of deaf and hearing impaired people throughout the Wakefield Metropolitan District. Coffee mornings, social clubs and job clubs are available.</p>	<p>Telephone: 01924 375958 Text: 07760 482372 Email: enquiries@wakefielddeaf.org.uk Website: https://www.wakefielddeaf.org.uk/</p>
<p>Learning Disability</p>	<p>MENCAP (The Voice of a Learning Disability)</p> <p>We are here to improve the lives of people with a learning disability and their families now, and fight alongside them for a better future. We team up with our network of over 400 local groups to reach people across England, Northern Ireland and Wales.</p>	<p>Telephone: 0808 808 1111 Website: https://www.mencap.org.uk/</p>
<p>Dyscalculia</p>	<p>British Dyslexia Association</p> <p>Advice, support and up-to-date information.</p>	<p>Website: https://www.bdadyslexia.org.uk/dyslexic/maths-difficulties-dyscalculia</p>
<p>Dyslexia</p>	<p>Yorkshire Dyslexia</p> <p>Yorkshire Dyslexia provides specialist dyslexia assessments for children and adults in Yorkshire. We</p>	<p>Contact: 01422 365500 Email: info@yorkshiredyslexia.co.uk Website: https://www.yorkshiredyslexia.co.uk/</p>

	<p>can travel to your home or you can visit us at our centre. We are able to work during the evenings, weekends and school holidays. Our friendly, supportive and consistent approach will help to unlock your child's potential. We are happy to discuss your child's needs. Call for a free informal consultation. If you would like to visit us at the Yorkshire Dyslexia Centre in Halifax, please call or email to book an appointment.</p>	
Dyslexia	<p>National Dyslexia Society</p> <p>Information, advice and guidance.</p>	<p>Helpline: 0333 405 4567</p> <p>Website: www.bdadyslexia.org.uk</p>

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