

Kirklees SEND Local Offer



The Kirklees SEND Local Offer - Information about support for children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families.

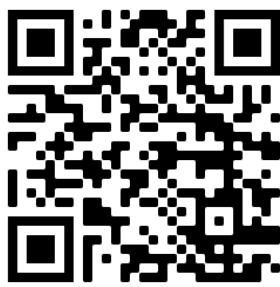
www.kirkleeslocaloffer.org.uk

This booklet can help you find some information, help and support about SEND easily.

More information, as well as local services and activities, can be found on the Local Offer website which can be accessed on any device, or you can call Local Offer for more information on **01484 416919**.

You can also email us at **LocalOffer@kirklees.gov.uk**

www.kirkleeslocaloffer.org.uk



Find us on  www.facebook.com/KirkleesSENDLocalOffer

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Welcome and introduction

Hello and welcome to Kirklees SEND Local Offer booklet.

We have produced this booklet to help families and young people to easily find information, help and support about special educational needs and disabilities (SEND) in as easy a way as possible.

The information in this booklet can also be found on the Kirklees SEND Local Offer website (www.kirkleeslocaloffer.org.uk), you can also call us on **01484 416919** or email us at LocalOffer@kirklees.gov.uk if you need more help to find the information you are looking for.

We also have a Facebook page where we provide updates about what is happening in Kirklees for those with SEND, just search Kirklees SEND Local Offer

The Kirklees SEND Local Offer is where parents, carers, children and young people up to 25 years with special educational needs and disabilities (SEND) can find information, advice and guidance about support, services and activities that are available to those living in Kirklees.

The Local Offer is looked after by Kirklees Council, but is co-produced. This means we work very closely with the people within Kirklees who will use the service to make sure it meets the needs of those who will use it the most. We have also worked very closely with people from education, health, social care and those who provide activities for young people, as well as working with families and young people with SEND.

Want to get involved?

We are committed to continue working with families and those with SEND to make our service better. If you would like to get involved then please contact us via phone on **01484 416919** or by email at localoffer@kirklees.gov.uk

What are special educational needs and disabilities (SEND)?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they may need special educational support (or provision)* to be provided for them.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream educational settings.

When a child or young person has SEND it does not mean that they will not achieve their dreams in life, it means that they may need some extra help to achieve them.

Many children and young people will have SEND of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.



The four areas of SEND

1. **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
2. **Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
3. **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
4. **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

More information about the four areas of need can be found on the next page.



What about disabilities?

Many children and young people who have SEND may also have a disability. A disability is described in law by the Equality Act 2010 as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.

The four areas of need

1. Cognition and learning (C&L)

Learners with cognition and learning needs may experience difficulties in acquiring, consolidating and retaining knowledge because they have yet to develop their skills in one or more areas of cognitive functioning.

Individual learners display a range of differences which will vary in severity and intensity, and which may change over time. It is not expected that a learner will match all of the descriptors listed below. Learners who present with additional learning needs may experience difficulties in one or more of the following areas of cognitive functioning:

- executive function (mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully)
- emotional/affective learning factors
- literacy
- numeracy
- other cognitive skills/abilities.

In Kirklees we use the term 'complex needs' to describe children who have needs across a range of areas and require support in most/all area of the curriculum.

2. Communication and interaction (CCI) – including autism

Speech, language and communication needs

Learners with speech, language and communication needs (SLCN) have difficulty communicating with others.

Speech, language and communication skills are central to a child's life and development.

Speech and language skills underpin learning, behaviour, social skills and the development of emotional wellbeing.

Communicating with others is central to our everyday life and involves a complex set of skills to do this effectively.

Social communication and interaction

Children and young people with social communication and interaction difficulties, including autism, have a difference in the way they process information which affects how they may communicate and interact with people and the outside world.

The Autism Education Trust describes the main three differences learners may experience:

- **Social understanding and communication:** Autistic people have differences in the way they communicate, understand and use language. They engage in social life from a different perspective. This leads to differences in how the person interacts and develops relationships. Being autistic doesn't mean learners can never make friends and have relationships, but it may mean they need extra help in this area.



- **Sensory processing and integration:**
Sensory differences can include hyper (high) or hypo (low) sensitivity in relation to the eight senses of sight, hearing, touch, taste, smell, interoception (internal sensations), balance (vestibular) and body awareness (proprioception). These differences will vary from person to person and can actually fluctuate in their responsiveness depending on a number of different factors for example, the time of day or the environment.
- **Flexible thinking, information processing and understanding:**
Autistic people have differences in their attention, interests and how they learn. This can include being very focused on particular interests. They have a different way of being flexible, so often feel safer and more comfortable with routines and structure as this lessens uncertainty.

Some people with autism may have other conditions such as ADHD and may also experience social, emotional and mental health needs. Autism is a spectrum, so although learners with autism may share similar characteristics, just like everyone else, they will have differences in their profile and just like everyone else, autistic learners will have things they are good at as well as things they may struggle with.

3. Social, emotional and mental health (SEMH)

Children and young people may present with a range of social, emotional and mental health difficulties which impact upon their learning and social inclusion and which manifest themselves in many ways. Behavioural difficulties do not necessarily mean that a learner has SEND. However, becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviour are often an indication of unmet SEND which may include aspects of cognition and learning or complex communication and interaction needs.

Behaviour is a form of communication that may indicate there is an unmet need. This need may not mean that the learner has SEND, but it should not be viewed solely as 'behaviour.'

Such difficulties may vary in severity and intensity and may change over time and across different contexts and environments. For some learners, difficulties with mood (anxiety or depression), self-harm, eating disorders, substance abuse or physical symptoms that are medically unexplained will require adjustments to be made in the setting.

4. Sensory and physical (VI, HI & PI)

Visual impairment (VI)

The term visual impairment refers to a number of conditions that can adversely affect near and distance vision, or processing of visual information. Most people who are blind and partially sighted are born with a vision impairment. However, research cited by the RNIB (2016) suggests that there are learners in schools whose visual impairment has not been identified and is more likely to go undetected in learners with additional disabilities.

Learners may experience visual difficulty in a number of ways:

- low acuity: the ability of the eye to distinguish shapes and the details of objects at a given distance
- central vision loss: the area of the visual field which is used for detecting fine detail
- peripheral vision loss: this condition often impacts on a learner's overall orientation and how they move around and negotiate obstacles
- patchy vision: as the term suggests, some learners' sight may be affected by irregular patches of good and poor vision which may mean they are only able to pick up information in disjointed fragments
- low contrast sensitivity: difficulty picking out an object from its background, particularly in certain light and colour schemes and environments
- light sensitivity: learners who find strong light conditions difficult and even painful
- eye movement difficulties: the movement of the muscles in the eye which impacts on the learner's ability to focus and track objects
- colour confusion: although not a visual impairment in itself, it may occur alongside other visual difficulties and can vary in severity
- severely sight impaired (SSI): learners with significantly impaired vision who require substantial modification to the way they access the curriculum.

Hearing impairment (HI)

Hearing loss can impact significantly on many aspects of a learner's development, presenting as difficulties in one or more areas such as speech, language and communication, social communication, progress across the curriculum, engagement in extra-curricular school and community life, independence, self-esteem, confidence and identity. Many learners with a hearing impairment (HI) will require both reasonable adjustments and specialist support and/or equipment to access learning and wider school life so that they can know and feel they fully belong in school and are enabled to thrive.

There are different types of hearing loss including:

- diagnosed fluctuating conductive hearing loss e.g. glue ear
- diagnosed sensory neural hearing loss (permanent damage to the inner ear)
- diagnosed unilateral loss (one-sided hearing)
- diagnosed long term conductive loss (loss from the outer ear into the middle ear)
- conductive hearing loss is where sound waves are not passing fully to the inner ear; this affects the volume at which sound is heard.

Sensorineural hearing loss is where the cochlea is not processing the full frequency of sound. This is more impactful as the child is not just hearing at quieter levels but the messages sent to the brain are distorted.

The level of a child's deafness can be described in terms of their average decibel (dB) hearing level, or by the terms 'mild', 'moderate', 'severe' or 'profound'. Based on British Society of Audiology definitions of hearing loss, this is the decibel hearing level range is defined as:

- mild (21–40 dB)
- moderate (41–70 dB)
- severe (71–95 dB)
- profound (+95 dB).

Very few deaf children have no beneficial hearing as they may be able to hear some sounds at certain frequencies and loudness. The use of hearing aids or implants may enable them to hear more.

Sounds are made up of different frequencies and are measured in Hertz (Hz). It is the frequency of a sound that affects the pitch that it is heard at, therefore our learners with a hearing impairment may be able to hear sounds at some frequencies better than others.

Physical impairment (PI)

Learners with a physical impairment (PI) may present with a range of physical needs which can impact upon their learning and social inclusion and can manifest themselves in many ways. PI can be classed as mild, moderate, severe or profound and may fluctuate or be a degenerative condition.

There are many potential challenges for a learner with a physical impairment:

- physical mobility around the school site
- physical access to all areas of the school site
- motor skills and recording work
- pace at which a learner can work
- potentially slower processing
- postural needs requiring specialist equipment to optimise function
- possible underachievement
- possible low self esteem
- potential social isolation
- negative stereotyping

The educational experience of learners with a physical impairment can be impacted by a loss of learning time due to the need for:

- personal care
- medical needs/routines
- medical and therapy appointments
- short/long term absences due to medical conditions/operations
- pain and fatigue.

What about adults with learning disabilities and special needs?

The Local Offer provides information, advice and guidance for those aged 0-25; Kirklees provides support for people with learning disabilities and/or special educational needs when they are adults.

Support for adults is provided by Kirklees Adult Social Care, who can provide support with various aspects of life including activities, support for daily living, adaptations and carer support.

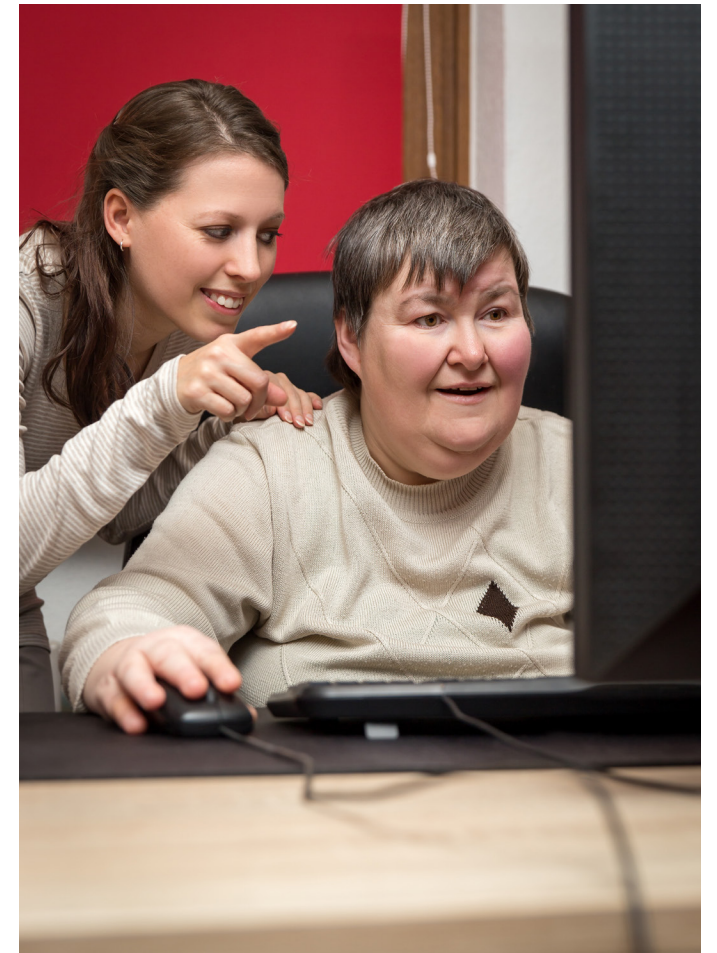
If you have a learning disability or special educational needs and you are an adult and would like to know what support is available for you, please contact the Community Health and Social Care Hub on **0300 304 5555**.

The South West Yorkshire Partnership Foundation Trust (SWYPFT) also has a range of services for adults with additional needs including:

- adult diagnostic assessments for dyslexia
- adult psychological therapies service
- assertive outreach team (South Kirklees mental illness support)
- attention deficit hyperactivity disorder (ADHD)
- adults with autism service
- Kirklees adult learning disability health service.

You can find out more information by visiting the

SWYPFT website at **www.southwestyorkshire.nhs.uk** and searching for the above services.



Educational support

If you have concerns that your child may have SEND talk to the educational setting (nursery, school, college etc). They will listen and explain what they think and what will happen next. You can speak with the teacher or with the Special Educational Needs & Disabilities Co-ordinator (SENDCO).

Most children's needs can be met by the teacher in the classroom – this is called inclusive high-quality teaching. This is called the school's core offer.

Some children just need a bit of extra help to catch up with the other children – this does not mean that they have SEND.

When a school is worried about a child's progress, teachers should talk to parents/carers as soon as possible so that everyone understands what the child's strengths and difficulties are. The school will set individual targets for the child, do different things to help them to progress and will continue to review their progress. If the school is still concerned it might try to change what it is doing. However, it might decide that the child does have SEND because something additional and different is needed, over and above its core offer, to help them to make progress.

If the school or setting does decide that a child has SEND, then it must contact parents/carers to let them know and to discuss with them and the child what support to provide. Parents/carers will normally have already been involved in early discussions with the school, when concerns first started.

Inclusive high-quality teaching

As a parent or carer of a child or young person with SEND, it can be very hard to know what teachers should be doing to help and support your child, before additional support is put in place.

The SEND Code of Practice says "Educational settings must use their best endeavors to make sure that a child with SEND gets the support they need – this means doing everything they can to meet Children and Young People's SEND."

The Equality Act says:

"Educational settings must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers..."

The graduated approach

Whilst good teaching can meet the needs of most pupils, some children will need something extra or something different to the other children to be able to make progress.

Whatever support a child with SEND needs, schools should use the graduated approach which is often described as 'assess, plan, do, review'. Please see the diagram on the following page for more information.

Kirklees have developed 'The Graduated Approach Toolkits' which will help teachers understand when children might need something additional or different and help them to provide this. The toolkits are on the Local Offer and are free for schools to use..



Early years

Within Kirklees there is a team called the EYSEND team which provides support and advice for settings for children under five. For more information speak with your setting or call **01924 483744**.

The graduated approach cycle (assess, plan, do, review)



What is a SENDCO?

Every mainstream school must make sure that there is a teacher who is the SENDCO (special educational and disabilities needs coordinators) for the school. The main responsibilities of a SENDCO may include:

- co-ordinating provision for children with SEND
- talking to the parents of pupils with SEND
- talking to other schools where a child might be coming from or going to
- being a key point of contact for educational psychologists and other support services, health and social care professionals
- ensuring that the school keeps the records of all pupils with SEND up to date
- advising school staff on the graduated approach to providing SEND support
- working with the Headteacher and governors to develop the SEND policy and to oversee the day-to-day operation of the policy.

SEND support

If a school decides that a child does have SEND, they will talk to parents/carers and the child about this and come up with a plan of what they are going to do.

They will write this plan down and share it with all the child's teachers and the parents/carers. There is no set way for schools to write these plans, most Kirklees schools use:

- Individual Education Plans (IEPs)
- Additional Needs Plans (ANPs)
- provision maps
- My Support Plans (MSPs).
- Individual Assess, Plan, Do, Review (I-APDR).

When a plan is written it will also be agreed when it needs to be reviewed. The plans will be reviewed regularly, so that progress can be discussed along with any changes that need to be made. The review and the changes will be written into the plan.

What happens when children don't make progress with SEND support?

Most children will have their needs very well met with SEND support. However, a small number may need additional support above SEND Support level.

There are a number of ways that this support can be provided:

- Cluster working (for mainstream schools only)
- An Education, Health and Care Plan (EHCP).

Cluster Working

Cluster working is the way that schools work together to look at how individual children and young people can be supported in school, this could be through schools sharing skills and expertise or it could be through schools applying for some additional funding to provide support.

Education, Health and Care Plan (EHCP)

A small number may need an Education, Health and Care (EHC) needs assessment to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet a child/young person's SEN and secure the best possible outcomes for them. When considering whether an EHC needs assessment is needed, the council will ask for evidence, including a lot of information from the school.

Schools receive funding for children and young people at SEND Support, but if they are spending more than this to meet need, they may decide to apply for an EHCP which may bring more funding.

Parents may also decide that their child needs an EHC Plan. They should discuss this with school first but can also contact the SENDACT team who will send them a form to fill in about their child's needs.



Cluster working

We are passionate about children and young people in Kirklees and we want them to be the best they can be

We want to work together with schools, the council and families to identify the needs of young people. We want to help schools share their knowledge and be as creative as possible when supporting young people who have Special Educational Needs and Disabilities (SEND).

We have developed a new approach called cluster working. This is where mainstream schools work together in small groups or clusters. This will give schools more flexibility to meet the needs of young people. This will help them to get the right support at the right time and in the right place. Working in this way will help schools to support each other by sharing how to do things in the best way possible.

To do this, we are changing the way funding is provided to support young people with additional needs in a way which increase the number of those who may receive support. This means that more young people with additional needs can benefit from funding, not those solely with an Education Health Care Plan (EHCP).

Clusters – what are they?

A cluster is a group of mainstream schools that work together to share resources and expertise.

The new approach will see mainstream schools grouped into clusters. There are 17 clusters in Kirklees which are based on location, covering all the mainstream schools in the district. This means that schools in a cluster are all close to each other.

Clusters started in September 2024 in Kirklees and will keep developing. They will help schools work together so more young people can get the support they need quickly. This will make things better for families and help schools share resources and expertise.

We have worked closely with schools and early years providers. We have also been supported by our local parent & carer group (PCAN) to develop cluster working. We have also looked at other councils that work in this way to learn from them.

What will it mean for young people?

Schools will work together to share resources, expertise and good practice. This will be used to support your young person as early as possible to ensure their needs are being met so that they are able to make progress and achieve their best possible outcomes.

We want to ensure we use our resources and expertise to coordinate support around the needs of young people and so each cluster of schools will have access to a team of professionals, for example from Early Support and Educational Psychology.

We believe in nurturing an inclusive school system which meet the needs of young people in a range of different ways. Your child will not need to have an Education Health Care & Plan (EHCP) to benefit from the new approach.

We all want the best for all young people. Putting support and help in as early as possible will mean young people get support at the right time to make progress and achieve their best.

What it definitely does not mean

Our cluster working does not affect your right to request an EHCP, nor the right to have one if needed. For those young people who currently have an EHCP, these will continue to be reviewed on an annual basis to ensure they continue to meet need.

This way of working helps us to identify and secure support flexibly to make sure that young people can have their needs met in the most appropriate way.



Clusters – more detail on how it works

The council will provide High Needs funding to each cluster so that schools can use the money at the earliest opportunity and can plan how they use it within the cluster. The amount of money will be based on the number and level of need of the young people in the cluster.

Clusters will meet together at least every half term. At the cluster meetings, discussions are held about how support can be put in place for young people both with and without an EHCP. Some support will not necessarily need funding, such as if one school is able to share some help or if advice is given by a professional, like a specialist teacher. Young people without an EHCP are able to be included in these discussions because schools can seek advice and support for needs as they emerge.

We want to include both groups so that we can ensure that all the funding in the system for SEND is being spent as effectively as it can be, and that young people get the best possible support at the earliest

opportunity. This also means that we can ensure there is fairness and equity across the borough in relation to the support offered, regardless of which school your young person attends.

There will be range of people who can offer help and support in the cluster meetings who are not from schools. This is called the Team around the Cluster and includes Educational Psychology, Specialist Teachers, Early Support and SENDACT (the team that manages EHCPs).

Their role is to offer help and advice for the schools so they can meet the needs of young people.

If you have any questions, please first speak to your school. The Local Offer has lots of information about school support and more information about clusters will be added over time.



What is an Education, Health and Care Plan (EHCP)?

An EHCP is a legal document which describes the special needs and disabilities (SEND) of a young person (from 0 – 25) as well as what help they need in an educational setting to help them make progress and learn. They are for children and young people who have complex additional or special needs and need more help in an educational setting than most children or young people.

These special educational needs may have been identified by the educational setting or other professionals working with the child or young person. EHCPs are for children and young people who are of compulsory school age and are in an educational setting, up to higher education level (EHCPs do not apply to young people at university, they have their own support systems in place).

An educational setting can include a school, a nursery, college or education at home which is known as Elective Home Education (EHE).

Most children and young people with special educational needs and disabilities are supported successfully by the school without the need for additional support – please see the section on SEND support. However, for some children and young people more support is needed and this is where an EHCP comes in.

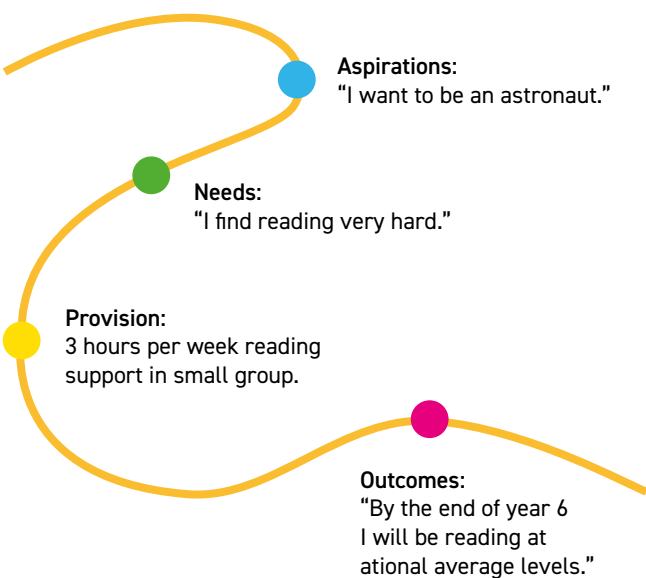
Educational settings are responsible for providing support for children and young people with SEND. The educational setting has gradually increased the amount of support being put in place and carrying out regular reviews to see if progress is being made and can demonstrate that further support is needed – then they, or you can apply for an EHCP.

What is in an EHCP?

An EHCP contains a number of sections (A - K), they are designed to make sure that any additional support or provision provided is linked back to the young person's aspirations, taking into account their special needs and specific yearly and longer-term outcomes.

This is sometimes referred to as the 'golden thread', essentially the outcomes have to be linked back to the child's aspirations and support them to achieve these. In this example, by supporting the child to be reading at national average levels will mean that they are on the right path for studying at the level required to be an astronaut.

The 'golden thread'



How to apply for an EHCP assessment

A request for an EHC (Education, Health and Care) assessment needs to show that the educational setting has identified your child's needs and then provided support which is relevant to their needs and which has a clear outcome, they also need to demonstrate that despite this support the young person has not made expected progress.

The request should include documents like a reviewed My Support Plan, learning levels, what progress has been, other professionals reports and any other information which is about your child's additional or special needs. The flowchart opposite may help to describe the process.

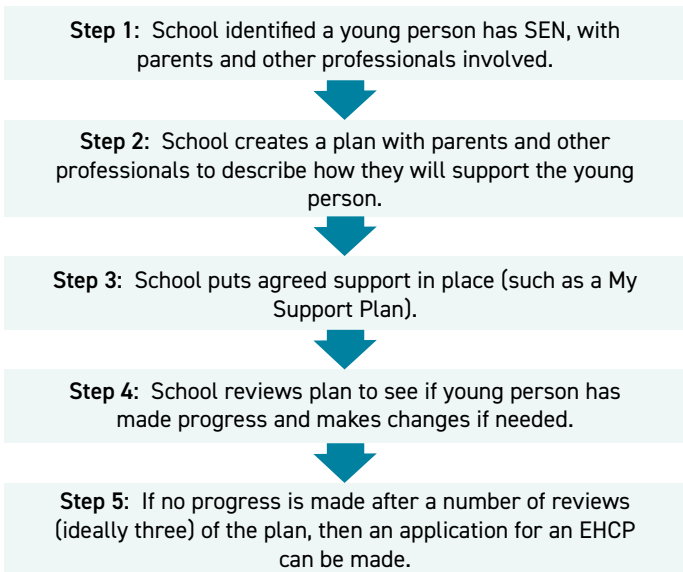
The request for assessment needs to be sent to the special educational and disabilities needs department in the council which is called SENDACT (Special Educational Needs & Disabilities Assessment & Commissioning Team). As soon as the application is received, a letter will be sent to you to say they have received the request.

You can find EHCP request forms on the Local Offer.

The request will then be looked at by a Decision to Assess group who will make a decision to carry out an EHC assessment or not. Once the group have made a decision they will inform whomever applied for the assessment within six weeks of SENDACT first receiving the request for assessment.

The decision to carry out an assessment or not will depend if the information provided shows that the young person may have SEND and may need special educational provision to be made for them to make progress. This is called 'the legal test' and can be found in the SEND Code of Practice.

The EHCP process



How long does the whole process take?

The process for getting an EHCP takes 20 weeks.

Appeals and disagreements

If you wish to appeal a decision made by the council about an EHCP, details of raising an appeal can be found on the letter that is sent to you when a decision is made.

You can call SENDACT on **01484 456888** or speak with KIAS (independent SEND advice and guidance service) on **0300 330 1504**.

Specialist educational settings

Special schools in Kirklees

Within Kirklees, there are number of specialist settings for children or young people with very complex special educational needs. In order to go to these settings, the child or young person needs to have an EHCP and a place at a specialist setting can be considered at an EHCP review or in the case of a new EHCP, during the first EHCP planning meeting.

For more information about applying for a special school place for a child or young person with an EHCP please contact SENDACT on **01484 456888**.

We also have a number of Additionally Resourced Provisions, which are units within mainstream schools to support children and young people with specific SEND whilst also accessing some mainstream education, a child or young person also requires an EHCP to access these settings and the way to get a place in these settings is through an EHCP review or at the initial planning meeting if this is a new EHCP.

In Kirklees the Additionally Resourced Provisions teams consist of specialist teachers and support staff who have practical experience of working with children and young people with special educational needs and disabilities (SEND) in local mainstream schools.

The teams work with schools to support staff in promoting the educational inclusion and achievement of pupils with sensory needs (visual impairment and hearing impairment), physical impairment, and students with complex communication and interaction needs, which includes those with autistic spectrum condition (ASC).

Specialist settings

Profound and multiple learning difficulties

- Fairfield School
- Castle Hill School

Complex needs schools

- Ravenshall School (Ravenshall also offers a post 16 option, called Preparing for Adulthood)
- Southgate School

Autism specialist school

- Woodley School and College (Woodley also has a post 16 satellite provision based in Huddersfield town centre which is called Blossom)

Social, emotional and mental health (SEMH) specialist school (including those with behavioural and anxiety issues)

- Joseph Norton Academy (Kirklees Key Stage 2 – 4 provision)

Additional specialist long term places for pupils with EHCPs and SEMH needs.

- Engage Academy (Key Stage 1 & 2)
- Reach Academy (Key Stage 3)
- Ethos Academy (Key Stage 4)

As well as the above placements, Kirklees has a number of smaller other offers for pupils with an EHCP:

- Outdoor education with TAO Activities
- Online learning with Academy 21

Independent specialist settings

Some young people in Kirklees attend independent specialist settings, for more information about these settings please call the Local Offer on **01484 416919**.

Additionally Resourced Provisions and outreach in Kirklees

The Additionally Resourced Provisions in Kirklees offer a number of fixed places and transitional places. Fixed places are for children and young people with an EHC Plan who have complex needs and require a specific environment that cannot be replicated in all schools and so they must attend Additionally Resourced Provisions full time.

Transitional places are available in order to identify and assess needs, establish appropriate curriculum and teaching strategies and prepare all parties for the child's transition to the local school named in the EHCP. Students are normally able to attend on a transitional place for up to six terms (this may vary depending upon the actual setting).

Visual impairment (as well as providing habilitation outreach support)

- Dalton School (primary)
- Moorend Academy (secondary)

Hearing impairment

- Lowerhouses CE (VC) School (primary)
- Newsome High School (secondary)

Physical impairment

- Newsome High School (secondary)

Complex communication and interaction – CCI (including autism)

- Windmill C of E School (primary)
- Netherhall St James CE (primary)
- Honley High School (secondary)
- Thornhill Community Academy (secondary)
- Royds Hall Community School (secondary)
- Netherhall Learning Campus (secondary)



Social, emotional and mental health (including behaviour issues and anxiety)

- Beaumont Primary Academy (primary)
- Carlinghow Academy (primary)

Cognition and learning needs

- Old Bank Academy (primary)

Outreach

As well as providing specialist placements within mainstream the Additionally Resourced Provisions also provide outreach services to other mainstream schools within Kirklees. This means that members of staff from the Additionally Resourced Provisions will go and do some work in mainstream schools.

Each specialist setting provides support for young people by going to their school, as well as providing support and training for existing school staff. Children and young people do not need an EHCP to access this support.

Schools can access this support by completing a referral form available on the Kirklees Local Offer.



Home education

Educating your child or young person with SEND at home (EHE)

Elective Home Education (EHE) is the term used to describe parents' or carers decisions to provide education for their children or young people at home instead of sending them to school.

The Kirklees Elective Home Education (EHE) Team helps provide information on:

- what to consider when deciding to home educate a child or young person
- what you need to know/what the law says.

Making the decision to home educate

Making the decision to withdraw your child or young person from school can be a difficult choice and needs careful consideration to ensure it is a fully informed choice.

We would advise speaking to school staff about any potential concerns in school (for example bullying, attendance or educational needs not being met) before making the decision to home educate your child or young person.

By home educating, you are committing to making sure your child or young person receives full-time education at home. How you deliver this education is up to you, you may want to educate in a structured manner like a lesson in a school or you may feel that you want to teach your child in a more informal way.

You must also meet the costs of educating your child or young person including any public examinations.

Parents' or carers right to educate their child or young person at home applies equally where a child has SEND. This right is irrespective of whether the child has an Educational Health Care Plan (EHCP).

As a parent or carer you have a legal duty to ensure that your child or young person receives "efficient full-time education, suitable – to the age, ability and aptitude, and to any special educational needs, either by regular attendance at school or otherwise" (otherwise can mean "at home")

The local authority recognises and understands there are a range of approaches and philosophies home educating families may use and that there are many approaches to educational provision.

If your child or young person has SEND and attends a special school, you'll need to get the council's permission (from SENDACT) to educate them at home. You do not need the council's permission if your child or young person attends a mainstream school, even if they have an EHCP.

For some children with an EHCP, it may be considered by Kirklees that the special educational provision is best provided away from an educational setting.

This may be when it is considered that it is inappropriate for the child to attend school and the education package will be called Education Other Than at School, or EOTAS.

You can speak with the Elective Home Education Team by calling **01484 221919**.

You can call SENDACT on **01484 456888** or speak with KIAS (Independent SEND advice and guidance service) on **0300 330 1504**.

Suspensions and permanent exclusions

Suspensions and exclusions are something that is used within schools as part of their behaviour policy.

1. A **suspension** means your child will not be allowed into their school for a fixed period of time.
2. A **permanent exclusion** means your child will not be allowed to return to their school.

The head can exclude any pupil, even if they have SEND. However, if disruptive behaviour is related to a child's SEND, the school should first take action to identify and address the underlying cause of the behaviour. For example, the school could increase SEND support or pastoral support; seek specialist advice from services, such as the SEMH outreach team or educational psychology (for children looked after); request an EHC needs assessment; or arrange an emergency review of an EHC plan.

A head teacher could lawfully suspend or exclude a child for:

- repeated failure to follow academic instruction
- repeated and persistent breaches of the school's behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of wider pattern of behaviour
- if the school believe that allowing your child to remain would seriously harm the education or welfare of themselves or others.

What if my child has an EHCP?

If your child has an EHCP, then if the school feels that they are at risk of permanent exclusion, they should consider holding an emergency review. If your child has been excluded, then they will need to hold an EHCP review.

If another school or setting is being sought, then they have to be consulted to see if they can meet the needs as described in the EHCP.



Help at home from social care

What is 'social care'?

Social care is practical support to help people live well and more independently. For children and young people, this support is offered in a number of different ways, such as family support at home or help for a disabled child to access mainstream activities.

Children's social care also manages more serious concerns regarding safeguarding.

There are a number of teams that offer support for children and young people in Kirklees, such as the Children with a Disability Service, Early support and Children's Services. These are all part of Children's social care within Kirklees.

You can speak with someone at Kirklees Duty and Advice Team about help and support at home or if you have any concerns about anything concerning a child or young person when they are at home, or in the community.

The number for Kirklees Duty and Advice Team is **01484 456848** (0-18).

For social care support for adults, please call the Community Health and Social Care Hub on **0300 304 5555**.

When you call, the person at the end of the line will discuss your concerns and direct you to the right team.

Early support

The Early Support Service is here to help identify problems that you may be having as a family as soon as possible and working with you to help you find solutions. The problems may be:

- difficulties with life as a family and routines
- children's behaviour
- your confidence as a parent
- relationships in the family
- children's safety.

Early support can be about preventing problems in the first place, helping when they do occur or involving specialist services when they are needed.

You can call the Early Support Service on **01484 456823** (9am - 5pm weekdays, except Bank Holidays)

Children with a Disability Service

The Children with a Disability Service (CWD) is a specialist children's social care service with a focus on providing advice, support and services to disabled children and their families.

CWD provide support to families living in the Kirklees area who have needs that they are unable to meet as a family or have concerns about a child or young person who has learning, physical or complex health needs.

This support can include respite for families, carer support and help for a young person with disabilities to access sports and leisure facilities locally.

The Children with a Disability Service consider the needs of disabled children and young people from birth up to the age of 18 years old. These may include:

- a diagnosed physical or mental impairment which is likely to have a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities
- a sensory impairment, a learning disability, or an autistic spectrum disorder (ASD) which impacts on day to day life
- complex health needs.

CWD are contacted via Children's Service's Duty and Advice Team on **01484 456848** in the first instance.

You will be required to consent to sharing of information.

The Children's Service Duty and Advice Team ask several questions to ensure that the Children with a Disability Service is the right team to refer you through to.

The CWD service will:

- listen, offer a good conversation and work in partnership with you to help identify solutions
- help to co-ordinate multiple services if required
- consider completing a Single or Early Support Assessment.

You can also speak with the CWD service directly on **01484 456847**.

Short breaks

Short breaks are opportunities for those with special educational needs and disabilities such as learning disabilities, mental health problems and physical disabilities to take part in enjoyable activities with or without parents or carers.

Short breaks also offer parents and carers a break from their caring responsibility for short periods of time.

Short breaks operate differently for young people and adults.

Short breaks for children

A short break is an opportunity for a disabled child or young person to take part in enjoyable activities and experiences with or without their parents or carers.

Short breaks can also offer parents and carers a break from their caring responsibility.

Short breaks can take place at home, in a community or residential setting, they can take place with a relative, a friend, a community activity provider or an approved carer or organisation.

Kirklees has a range of short breaks including universal activities that are aimed at all children and young people, such as swimming, Girl Guides or Scouts, art clubs and sports activities. There are also targeted services that are specifically tailored to disabled children and young people (link to targeted offer) which can be considered following an assessment.

A short break should not be used to enable a parent to work as an alternative for childcare, you can call the Family Information Service to help find childcare for a child with SEND on **01484 414887**.

Short breaks and respite care for adults

For people with additional support needs, for example a learning disability to mental health problems who need occasional or regular breaks which include some care and support in a home-from-home setting. This could be anything from one night to a couple of weeks in order to give full time carers a much-needed break. It could be a day-time break, a long weekend or can be up to a 28 day stay. Many of our carers try this first as a 'taster' of long-term care.

Short breaks for adults are run by a service called Shared Lives.

To speak with someone about Shared Lives and short breaks, please contact the Community Health and Social Care Hub on **0300 304 5555**.



Care navigation

The Care Navigation Service support adults in Kirklees to achieve positive outcomes and help them to remain independent and in control of their lives.

There is no charge for the Care Navigation Service. However, there may be a cost to any activity or service you decide to take part in.

Who the service is for?

Care navigation is for anyone over the age of 18 who would like advice, information or support regarding the outcomes they would like to achieve. We can support you informally (i.e. without an assessment) whether or not you have been assessed as needing formal services.

A Care Navigator can:

- look at what you already have in place to help you and any additional support you may require
- help you to think about what you would like to change or improve in your life. Then draw up a plan for you make the changes yourself or with help from others
- connect you to activities, events and leisure opportunities in your area to reduce social isolation and improve your wellbeing
- support individuals who have been formally assessed and are in receipt of a direct payment
- offer advice and information to carers to support them to sustain their caring role
- meet with you face-to-face to offer information, advice and short-term help to find services or activities in your local area to help maintain your independence.

To find out more about the Care Navigation service, call the Community Health and Social Care Hub on **0300 304 5555**.

The Community Enablement Team

Kirklees Council's Community Enablement Team is a service for adults and young people with learning disabilities and/or autistic spectrum conditions.

You can contact the Community Enablement Team on **01484 456849**.

Help from health services

The first place to go for any help related to health (including mental health) is your GP, if you do not have a GP then please contact the Local Offer and we can find details of your local GP using the NHS 'Find a GP' service.

Specialist health services for children and young people (children's therapy services)

Kirklees has a number of specialist teams for children and young people with SEND, the service is provided by Locala in the north of Kirklees and by Calderdale and Huddersfield Foundation Trust (CHFT) in the south (including Huddersfield). Although the teams that provide these services are different, the services themselves are very similar.

- **Speech and language therapy (SALT)** - for children aged 0-16 years who have communication and/or feeding and swallowing difficulties.
- **Physiotherapy** - helps to restore movement and function when someone is affected by injury, illness or disability. It can also help to reduce your risk of injury or illness in the future.
- **Occupational therapy (OT)** - work to enable children to reach their maximum developmental potential and gain independence in performing daily living activities.
- **Sensory occupational therapy (Sensory OT)** - help children who have sensory difficulties, this means that they may be very sensitive to sensory input. (This service is provided by Locala for both north and south Kirklees).

How to access children's therapy services

The most common way for referrals to be made is through a school or education setting and often the therapist will work with the child in the education setting. This may mean that parents & carers do not always get to meet the therapist themselves.

If you live in north Kirklees please call the Community Health and Social Care Hub on **0300 304 5555**, if you live in south Kirklees (including Huddersfield) call Calderdale and Huddersfield Foundation Trust (CHFT) on **01484 344299**.



Specialist health services for adults (Adult Community Therapy Team)

The Adult Community Therapy Team are a multidisciplinary 'one stop shop' providing treatment, rehabilitation, advice and support to people living over the age of 16 in Kirklees. They support people who are in not in hospital, where support is needed in the community. Their services include speech and language therapy (SALT), occupational therapy (OTs) and physiotherapy.

The Adult Community Therapy Team support people over 16 who are having difficulty with the activities that they need and want to do every day e.g. getting dressed, eating, getting about, communicating with others.

The team will assess a person's ability and independence with movement, dressing, feeding and their ability to physically get around their environment (home or work). They carry out assessments of daily skills, examples are being able to get in and out of bed, strength and balance, stretches, ability to prepare food.

You may be offered advice over the phone, treatment in your own home, or at a health centre near to where you live. They may provide equipment to help people be more independent or safer within their own home.

How to access the Adult Community Therapy Team

Clients must be over 16 years of age, medically stable and registered with a Kirklees GP.

Referrals can be made via:

- health and social care professional such as GPs, Social Workers
- self-referral
- parent/carer on behalf of a young person.

Referrals should be made through the the Community Health and Social Care Hub on **0300 304 5555**.

The team complete the assessment and treatment through a mixture of methods such as telephone, video, face-to-face at home or in a clinic setting.

When you are due to be seen you will be contacted by the team to arrange an appointment.

It can be beneficial for carers to be present at appointments, if you wish this can be arranged.

Wheelchair services

For all support and advice around wheelchairs, please contact Ross Care on **01422 312 729**.

Mental health, neurodevelopmental and learning difficulty support

Autism, ADHD and ADD support and assessment for under 18s

Some children and young people find day to day life challenging and that this might be due to difficulties associated with Autism, ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder).

What is Autism Spectrum Condition?

Autism Spectrum Condition (ASC) is a lifelong developmental disorder that can affect the way people understand the world around them, process information and relate to people. Children and young people with ASC sometimes have difficulties with social interaction and communication and may struggle with friendships and play. They may also have some difficulties with routines and rituals, sensory differences, repetitive behaviours and intense and restricted interests.

What is Attention Deficit Hyperactivity Disorder?

Attention Deficit Hyperactivity Disorder (ADHD), is a developmental condition where poor concentration, hyperactivity and impulsive behaviour affects the young person to the extent that it impacts on their day to day functioning.

What is Attention Deficit Disorder?

Attention Deficit Disorder (ADD), is a developmental condition beginning in childhood and often continues into later life. The young person may have difficulty in maintaining attention and concentration, sometimes may have impulsive behaviour.

In Kirklees, all support, assessment and diagnosis of the above conditions is provided by the Community Health and Social Care Hub, you can contact them on **0300 304 5555**.

How to make a referral for an assessment for under 18s

Referrals to the Neuro Developmental Assessment Service can be made by any professional (such as education staff, SENDCO, GP, health visitor, Speech and Language Therapist etc) who knows your child and has a good understanding of your child's needs by telephoning **01484 343184** to book an appointment for a telephone consultation. For more information call the Community Health and Social Care Hub on **0300 304 555**.

Autism, ADHD and ADD support and assessment for over 18s

The Adults with Autism service is run by the South West Yorkshire Partnership NHS Foundation Trust (SWYPFT). The service offers adults diagnostic assessment and/or specialist interventions for people who are 18 years+ and do not have an intellectual disability.

The main clinic is based at the Manygates Clinic in Wakefield, however they use a number of community bases, including ones in Kirklees.

Service users have access to a multi-disciplinary team which includes medical, nursing, psychology, occupational therapy and speech & language therapy practitioners. Specialist social work support is also available from the team or from our local authority partners. Referrals are accepted from GPs, consultants and other services within the SWYPFT.

You will be contacted by South West Yorkshire Partnership Foundation Trust (SWYPFT) with an appointment for the diagnostic assessment.

Outcome of an adult ADHD/ASC assessment

If you are diagnosed and meet the criteria for an autism spectrum disorder, you and in some cases your family, may have a lot of questions. You will be offered up to two more appointments to discuss the implications of the diagnosis for you and what support may be helpful for you. This is not compulsory and not everyone feels they need this and decline the offer.

Depending where you live, you may also be offered further specialist health or social care interventions from the Service which will be discussed with you at the time.

You can speak with the adult assessment team by calling **01924 316490**.

Children and young people's mental health (including Kirklees Keep in Mind and CAMHS)

What is Mental Health?

Mental health sounds scary. But actually, it's just about how we think, act and feel every day. Mental health is all the things which go on within your mind such as your thoughts and feelings. Everybody has mental health. You can have both good and bad mental health which can change day to day and at different times in your life. Sometimes though, you might decide that you need some help or support. This website has been created to help you to know where you can go and who you can speak to.

What is Kirklees Keep in Mind?

Kirklees Keep in Mind (KKIM) is the emotional wellbeing and mental health service for Kirklees children, young people and families. It is part of Kirklees Families Together which is a partnership of services working together to provide the right support for families.

Kirklees Keep in Mind is based around good practice, national requirements and reflects the feedback we have received from parents, families, people who work in educational settings and, most importantly, children and young people.

How can I get help from KKIM?

If you are concerned about your child's mental health or wellbeing, please speak to your school, if this possible and appropriate. Schools can request support by completing the KKIM consultation form.

You can also request support by contacting Kirklees Families Together Gateway by calling the Locala single point of contact on **0300 304 5555** or search for Kirklees Keep in Mind on the Local Offer.

Locala single point of contact will log the request for support and transfer it to the Families Together Gateway which includes members from Kirklees Council Early Support and Education Psychology, Locala Health and Wellbeing and South West Yorkshire Foundation Trust. Partner organisations work together to understand the needs of children, young people and families contacting the service to provide the right support.

Adults mental health services

All support, advice and guidance relating to adults mental health is provided by the Kirklees and Calderdale Single Point of Access from the South West Yorkshire Partnership (SWYPFT).

You can contact this service 24 hours a day using the following numbers:

Adults (aged 18+) – **01924 316830**

People with a learning disability – **01924 316714**

If you need more information about support available in Kirklees from various support groups and community services please contact the Local Offer on **01484 416919**.

Kirklees adult learning disability health service

This service is a community health service for people with learning disabilities who need support to improve health and wellbeing. It includes psychiatry, psychology, specialist learning disability nursing, therapists and an intensive support team with many different skills.

The team provide specialised support to people with learning disabilities who are unable to access mainstream health services and aims to improve their overall health and wellbeing. The team works with adults of all ages and people in transition who require specialist planning. The team works in partnership with social work staff, primary and secondary health services, and care providers.

The intensive support team works with a small number of service users who require intensive support to prevent admission to hospital, loss of placement or contact with the criminal justice system due to behaviours or mental health needs that cannot be managed by mainstream services.

People with learning disabilities can access all of their health professionals in one team and our multidisciplinary team can help them to enjoy better health.

This service offers something called an 'open referral system' this means that anyone can refer into this service.

The telephone number is **01924 316714**.

Reasons for accessing this service include:

- adults with a diagnosed learning disability who are over 18 and whose needs cannot be met in mainstream services
- adults seeking a diagnosis of learning disability (psychology only)
- young people in transition from children's services who need highly specialised support to make the transition to adult services.

Preparing for adulthood

Preparing for adulthood (for young people with an EHCP) means preparing for:

- **Higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- **independent living** – this means having choice, control and freedom over your life, the support you receive, your accommodation and living arrangements
- **having a life** – participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- **being as healthy as possible in adult life.**



What happens and when?

Education

Transition planning and preparing for adulthood should start at year 9. All annual reviews should focus on the young person's aspirations and ideas for their adult life and how these can be met.

This is an opportunity to look beyond educational needs and to include wider aspects of life such as:

- health needs
- personal and social development
- training and employment
- transport and independent travel
- housing and leisure.

It is the responsibility of the school to make sure that the young person, their family and other agencies are informed in good time about the planned annual review meeting and that it will have a focus on transition planning so they can prepare in advance.

Health

It is important the key health professionals involved in the young person's life attend the year 9 review and start discussing with the young person and their family when the key health service provision changes, from children to adult health services, will occur.

Social care

The children with a disability service will take the lead role in attending year 9 reviews for all young people known to them and will also represent adult social care, providing a range of adult services information to individuals and parents if they wish to receive it at this point.

The review meeting should result in a transition plan which records the actions needed to help the young person achieve their short and long term goals.

Who else is involved?

The key roles involved in the transition process at this stage are:

Lead practitioner – acts as a contact point and provides additional support as required by the young person and or their family, makes sure assessments and other documents are completed by all agencies and keeps a detailed record of all activity.

SENDACT (Special Educational Needs and Disabilities Assessment and Commissioning Team) – makes sure that EHC plans are completed with the young person and their family.

CWD Service – works with the specialist adult pathway team to assess and review the social care needs of the young person and their family.

Health transitions – are the most complex and often involve lots of people; a person centred approach is taken based on the specific circumstances of the young person. A health lead professional will be identified as a single point of contact who will liaise with other health professionals.

Careers service – C&K careers is a commissioned service with specific duties, such as to attend Year 9 and Year 11 EHCP reviews, subsequent leaver review meetings and to produce robust career summaries for each education leaver.

You can contact C&K careers on **01484 242000**.

Home to school travel assistance and post 16 travel assistance

Children and young people, including those with SEND may be eligible for transport assistance if they normally have to:

- travel more than two miles (for children in Reception up to and including Year 3)
- travel more than three miles (for children and young people in Year 4 up to and including Year 11)
- attend the nearest available school to the child's permanent home address.
- where the Authority is not able to admit a child to the nearest available school, assistance will be provided to the next nearest available school, subject to the same distance rules as described above
- the measurement of the walking distance is not necessarily the shortest distance by road. It is measured by the shortest route along which a child, accompanied if needed, may walk safely.

School transport is not just about buses or taxis to take children or young people to school, they are also able to offer travel training to help a child or young person become an independent traveller. More information about independent travel training is shown on the next page.

School transport for those up to 16 is handled by a different team than for post 16 transport.

School transport, EHCPs and SEND

If your child has special educational needs and disabilities but they do not have an Education, Health or Care Plan (EHCP) then you can also apply for school transport by going to the Digital Kirklees application page (please call the Local Offer on **01484 416919** for more information).

Pupils who have an EHCP can apply for free school transport by completing an online application form. Please call the Local Offer for help with this.

Applications for school transport for those with an EHCP is done through SENDACT, you can contact them on **01484 456888**. They can send you an application form.

Pupils who have an Education Health Care Plan (EHCP) will receive transport free of charge regardless of distance if all of the following apply:

- the child is attending the nearest appropriate school named in the EHCP and they have a physical or medical condition that prevents them from walking
- where an SEND child or young person attends a mainstream school free transport assistance will be provided subject to the two or three mile limit
- where a parent chooses to send his/her child to a school which is not the nearest appropriate school (and is not named as such in the child's EHCP) the Authority will not provide assistance with transport.

Post 16 transport

It is important to note that the duty to provide free assistance with transport to educational establishments ends at the age of 16. Responsibility for making appropriate transport arrangements rests with the young person and parent or carer.

However, if the young person has an EHCP and is in receipt of travel assistance already, then the transport arrangement will be reviewed before they start at the post 16 setting.

If the young person has an EHCP but has not had travel assistance before, an application form can be made for post 16 transport assistance. Please call **01484 221685** (or call the Local Offer) for an application form.

The school transport team will consider each case individually.

Where students with learning difficulties and/or disabilities qualify for transport, most families will be offered a Personal Travel Budget (PTB) rather than physical transport being offered.

This PTB can be used in a variety of ways by the family to support the young person to attend their post 16 setting..

You can contact the post 16 transport team on **01484 221685**.

Independent travel training

Independent travel training is a service for young people (16+) and adults with learning disabilities (including autistic spectrum conditions) who would like to be able to make a journey by themselves on foot, or by bus or train. You will be supported by trained staff from the Community Enablement Team at Kirklees Council.

To speak with someone about travel training please call the Community Enablement Team on **01484 456849**.



Useful contact numbers

Health care support

Find a GP

Call the Local Offer to get help with finding a GP.
01484 416919

CHFT

Children's therapy services in south Kirklees.
01484 344299

Community Health and Social Care Hub

For access to the Adult Community Therapy Team, Children's Therapy Team, Mental Health Support (0-16), neurodevelopmental assessments and the Families Together gateway.
0300 304 5555

Manygates Clinic

Adult ADHD and ASC assessments.
01924 316490

Wheelchair services

Support and advice relating to wheelchairs.
01422 312 729

Adult's mental health services

Adult's mental health support.
01924 316830

Mental health support for adults with a learning disability

Includes Kirklees adult learning disability health service.
01924 316714

Parent support groups and advice

As a parent, carer or young person with SEND there are a number of services that offer independent advice and information to help you understand the complicated world of special educational needs. Please have a look at the different groups and services who can offer support and advice below.

KIAS



KIAS stands for the Kirklees Information Advice and Support service and is the name of the SENDIAS service in Kirklees. This is a service which has to be provided by law for families to get independent SEND information, advice and support. The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available to anybody living within the Kirklees area.

You can contact KIAS by phone on **0300 3301504** or **01422 266141**

PCAN (Parents of Children with Additional Needs Making a Difference in Kirklees)



PCAN provides information to help families, a chance to meet and network with other parents through events and social media and works with local service providers to ensure that parents have their say in the design and delivery of local services for their children.

You can contact PCAN on **07754 102336**.

Independent Provider of Special Education Advice (known as IPSEA)



This is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

You can contact IPSEA on **01799 582030**

Contact



Contact support families of children with a disability. They work in three closely linked ways: supporting families with advice and guidance, bring families together, help families to campaign, volunteer and fundraise to improve life for themselves and others.

You can contact them on **0808 808 3555**.

Huddersfield Support Group for Autism (HSGA)



The Huddersfield Support Group for Autism (HSGA) was set up in February 1992 and has helped many families since then. They are a voluntary, self-help group of individuals and families living or working with Autism and they offer advice, meetings, trips and events amongst other things. A confirmed diagnosis of ASD is not needed to join the group.

You can contact HSGA on **07790 224343**

West Yorkshire ADHD Support Group



This is a volunteer-led not-for-profit support group who hold regular informal meetings and occasional guest speakers.

You can contact the West Yorkshire ADHD Support Group via their Facebook page or by email: **westyorksadhd@gmail.com**

Carers Count



Carers Count is a not for profit organisation that supports unpaid carers within Kirklees. They work with carers who are aged 18 and over and give their time to someone with a physical disability, long-term illness, an older person, a child with additional needs, a learning disability and/or a mental health issue. They offer advice, information, advocacy, support groups and activities.

You can contact Carers Count on **0300 012 0231**



The Whole Autism Family

The Whole Autism Family is a charity set up by a family with two autistic children. It offers help, support and guidance to families who are impacted by autism. You don't need to have a diagnosis for your child to join as they realise support is needed before a diagnosis.

You can contact The Whole Autism Family via email: **info@thewholeautismfamily.co.uk**

Downs and Special Friends



Downs and Special Friends is a support group set up by parents to provide support, guidance, run activities, meet-ups for children, siblings and parents of Down's syndrome, Autism, Cerebral Palsy, Cystic Fibrosis and other life limiting diagnosed or undiagnosed disabilities.

You can contact Downs and Special Friends via email: info@downsandspecialfriends.org

Huddersfield Down Syndrome Support Group



This Group is run voluntarily by parents of children with Down Syndrome in the Huddersfield area. They arrange social, sporting and educational events and activities for children with Down Syndrome, and their families. As well as parents of children with Down Syndrome, they also have families with children with Williams Syndrome as members.

You can contact Huddersfield Down Syndrome Support Group via email: hdssg1@gmail.com

National Deaf Children's Society



The Kirklees branch of the National Deaf Children's Society provides support for families with deaf or hard of hearing children and young adults. It is run by a group of parents with deaf children who support each other and families with deaf children. They also provide events for children and families throughout Kirklees.

You can contact Kirklees Deaf Children's Society on **01484 681329** or **07928 362591**

Carers Trust Mid Yorkshire



This is a local not-for-profit charity working to support unpaid family carers. They take a person-centred approach to both the carer's needs and that of the loved one. They provide adult services for both adults and children where they will take over the carer's usual tasks enabling them to have a well-deserved break.

You can contact Carers Trust Mid Yorkshire on **01484 537036**

Outlookers



Outlookers (previously Kirklees Visually Impaired Network (KVIN) and the Society for the Blind of Dewsbury, Batley & District) is a member-led organisation providing support services for people with visual impairments.

You can contact Outlookers on **01924 445222**

Northorpe Hall Child & Family Trust



The Trust provides mental health support for young people experiencing emotional or mental health difficulties, and their families.

They offer private counselling, peer group support, workshops and mentoring support.

You can contact Northorpe Hall Child & Family Trust on **01924 492183**

SEN Kids



This is a non-profit organisation supporting families, mainly with children with special needs, complex needs and hidden disabilities. They run regular activities, crafts and arts, support groups for parents, and plan and organise private bookings for trips such as play gyms and farms.

You can contact SEN Kids via their Facebook page or by email: senkidsteam@outlook.com

Touchstone Advocacy



Touchstone Advocacy offers advocacy to help you get what you need. This is for people who need support ensuring that their voices are heard and rights upheld due to a disability or disadvantage (Learning disability, autism, physical or sensory issues for example). Self and professional referrals accepted.

You can contact Touchstone Advocacy on **01924 460211**

Kirklees Involvement Network (KIN)



This is a self-advocacy network for people with a learning disability in Kirklees. We hold regular groups to help people be involved, speak up and make a difference. We also provide training and an Easy Read checking/writing service. Advocacy via KIN is provided by Cloverleaf Advocacy.

You can contact KIN via **01924 454875** or via email: sarah.roberts@cloverleaf-advocacy.co.uk

Jargon buster

A

ADHD - Attention Deficit Hyperactivity Disorder
ADD - Attention Deficit Disorder
ASC - Autistic Spectrum Condition

C

CAMHS - Children and Adolescent Mental Health Services
CFA - Client Financial Affairs
CHEWS - Children's Emotional Wellbeing Service
CHFT - Calderdale and Huddersfield Foundation Trust
CME - Children Missing in Education
CQC - Care Quality Commission
CSE - Child Sexual Exploitation
CVA - Cerebrovascular accident

D

DAF - Disability Access Fund
DSA - Disabled Student Fund
DSL - Designated Safeguarding Lead

E

EHA/SA - Early Help Assessment/Single Assessment
EHCP - Education, Health and Care Plan
EHE - Elective Home Education
EYSEND - Early Years Special Educational Needs and Disabilities
Early Years Inclusion - Providing advice, guidance, identifying SEND for early years children.

F

FE - Further Education
FSW - Family Support Worker

G

GAD - Generalised Anxiety Disorder

H

HE - Higher Education
HSCA - Healthcare Supply Chain Association
Home Portage - Home-visiting educational service for pre-school children with SEND and their families

I

IBP - Individual Behaviour Plan
IEP - Individual Education Plan
IMCA - Independent Mental Capacity Advocate
IMHA - Independent Mental Health Advocate
IW - Inclusion Worker

K

KCSB - Kirklees Safeguarding Children Board
KIAS - Kirklees Information & Advice Support Services

L

LA - Local Authority
LAC - Looked After Children

M

MASH - Multi Agency Safeguarding Hub
MAST - Multi Agency Support Team
MCA - Mental Capacity Assessment
MHST - Mental Health Support Team
MSI - Multi-Sensory Impairment
MSP - My Support Plan

N

NCFE - National Committee of Further Education

P

PAN - Published Admissions Number
PCA - Person Centred Approaches
PDA - Pathological Demand Avoidance
PEP - Personal Education Plan
PFA - Preparing for Adulthood
PPRS - Primary Pupil Referral Service
PRU - Pupil Referral Unit
Portex - Specialist teachers who work with schools to help identify SEND and deliver strategies to support early years children with SEND
PEG (feeding) - Percutaneous Endoscopic Gastrostomy

S

SALT - Speech and Language Therapy
SAPT - Specialist Adult Pathway Team
SEMH - Social, Emotional and Mental Health
SENDCO - Special Educational Needs Co-ordinator
SEND - Special Educational Needs and Disabilities
SENDACT - Special Educational Needs and Disabilities Assessment and Commissioning Team
SENDIF - Special Educational Needs & Disability Inclusion Fund
SILC - Specialist Inclusive Learning Centre
SLCN - Speech, Language & Communication Needs
SPLD - Specific Learning Difficulty
SPOC - Single Point of Contact
SPR - Single Point of Referral
SWYPFT - South West Yorkshire Partnership Foundation Trust

V

VI - Visually Impaired



Your notes



You can find lots more information about Special Educational Needs and Disabilities (SEND) as well as find out about services, activities, education settings and events for those with SEND in Kirklees on the Kirklees SEND Local Offer website at:

www.kirkleeslocaloffer.org.uk

Find us on Facebook at:

www.facebook.com/KirkleesSENDLocalOffer

For more help you can call the Local Offer on **01484 416919**.

CM4321.7/Jun2024



www.kirkleeslocaloffer.org.uk