Special Educational Needs and Disabilities

SEND Information Report

Forest Skies Infant Schools

September 2026

“Take off and fly!”

Key contacts

Name	Role
Miss N Haughton	Headteacher – The Lancaster School
Miss J Bingwa	Headteacher – Woodlands Infant and Nursery School
Mrs A Lambourne	SENCo
Mr J Cave	SEND Governor – Forest Skies Federation

Special Educational Needs at the Forest Skies Federation

At the Forest Skies Federation, we recognise that all children are unique individuals with different needs and that children do not all learn at the same pace or in the same way.

The Special Educational Needs and Disability Code of Practice states that:

Special educational needs (SEN)

"A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

Special educational provision

For children aged two or more, this means 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 or maintained nursery schools.

Disability – Equality Act 2010

A disability is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Further information: SEND Code of Practice: 0 to 25 years

What does this mean at our schools?

At both infant schools we follow the SEND Code of Practice. Every child is unique, and we recognise that some children will need additional support at different points in their school journey. Support is tailored so that pupils can fulfil their potential and access the curriculum.

Children with SEND may need support in one or more of the four broad areas of need:

Communication and Interaction	**Cognition and Learning**
Social, Emotional and Mental Health (SEMH)	**Sensory and/or Physical Needs**

If you, your child or your child's teacher are concerned that your child is not making the progress that might be expected, or an additional need is identified, the class teacher or SENCo will discuss these concerns with you. We will monitor progress closely and, where appropriate, your child may be added to the SEN register.

We aim to identify needs and provide support as early as possible. Additional assessments may be used to help us understand your child's needs and to set and review individual targets. Your child will be involved in target setting and review in an age-appropriate way.

Where appropriate, we may work with specialist services such as Educational Psychology, specialist teachers or Speech and Language Therapy. Parents and carers will be involved in decisions and permission will be sought where required for external agency involvement.

Good communication between home and school is essential. Parents and carers are encouraged to speak to staff at any point if they have concerns about their child.

What is the SEND Information Report?

This SEND Information Report, provides information for parents and carers about what the schools can offer children with special educational needs and disabilities, the provision and resources available, and how children and their families will be supported.

Inclusion for all

The infant schools are mainstream settings. Across the Forest Skies Federation, we are committed to equality of education and opportunity for all, irrespective of race, gender, needs, disability, faith or religion or socio-economic background. Through our Golden Thread, “Inclusivity for All”, we aim to develop a culture of inclusion and diversity in which everyone connected to the schools can participate fully and feel proud of their identity.

How do we identify and support pupils who may have SEND?

Children may be identified as having SEN where they have a learning difficulty that is significantly greater than the majority of their peers, or a disability which prevents or hinders them from making use of the educational facilities generally provided for their peers, and where this calls for special educational provision to be made.

The Headteachers and SEND Governor oversee SEND provision. The SENCo coordinates the day-to-day provision for pupils with SEND.

We use a graduated approach when a child is experiencing difficulty in accessing learning. Children whose attainment or progress is causing concern are monitored, and the class teacher and SENCo consider appropriate adaptations, teaching approaches and support.

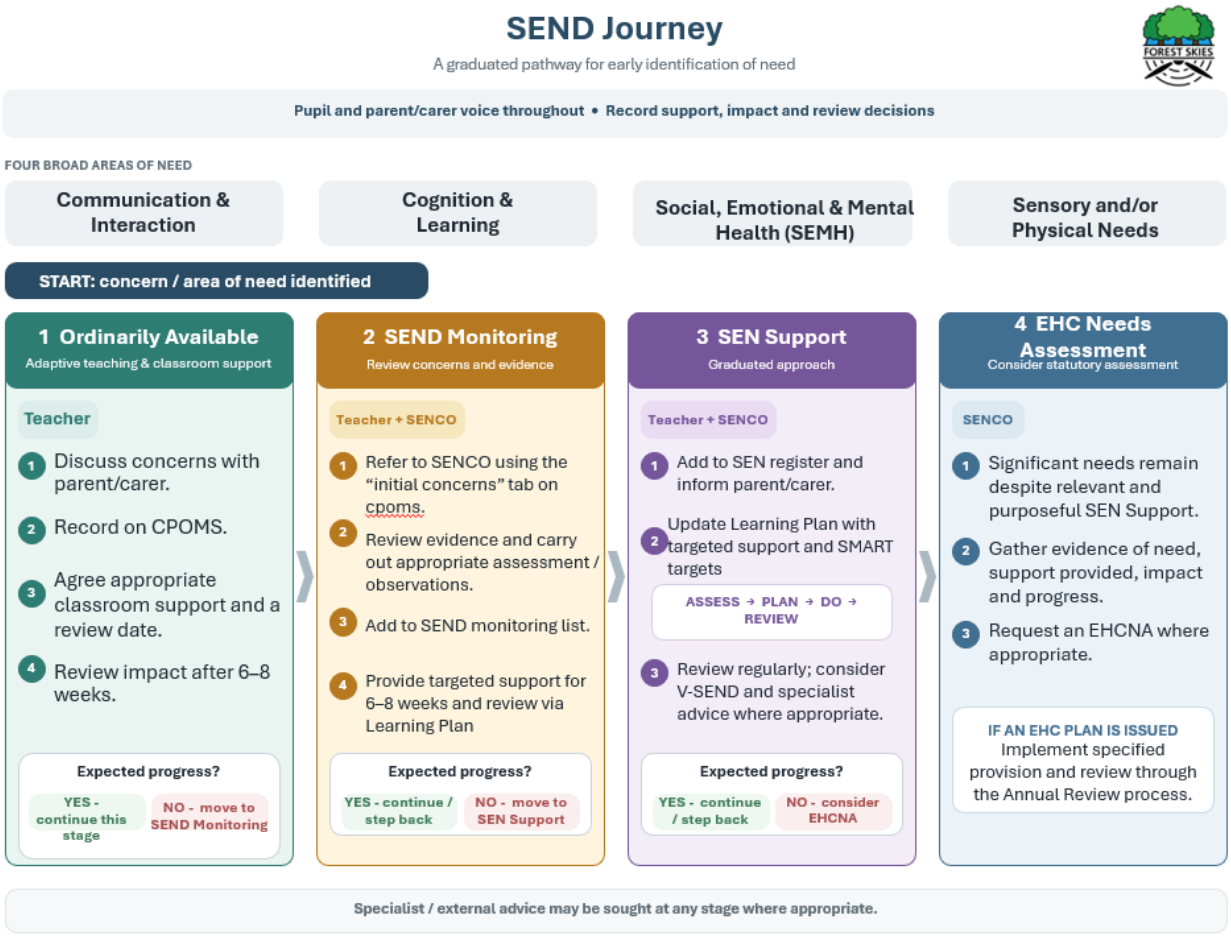
The Graduated Approach: Assess → Plan → Do → Review

ASSESS Review the child’s latest assessments. The class teacher and SENCo consider evidence, observations and any appropriate assessments to identify the area of need. The SENCo gathers the child’s views in an age-appropriate way.	**PLAN** Taking account of the assessment information, agree the actions needed. This may include monitoring, reasonable adjustments, targeted interventions, or adding the child to the SEN register and creating a pupil profile / Learning Plan with specific targets.
DO Staff put the agreed provision into practice. This may include in-class support, an adapted curriculum, reasonable adjustments, small-group or 1:1 work, additional interventions, and observations or assessment from the SENCo or external professionals.	**REVIEW** Review progress and targets at least termly, including the impact of strategies and any advice from external professionals. Decide whether support should continue, be adapted, step down, or whether an EHC needs assessment may need to be considered.

Parents are encouraged to contact the school if they have concerns or questions about whether their child may have SEND. The first point of contact is usually the class teacher, SENCo or Headteacher. We aim to build open and honest relationships with families.

What does the school SEND identification process look like?

The SEND journey shows the steps we take to identify SEND needs. At all stages we ensure that parent's/carers are informed and involved in this process.



Will decisions be made without my knowledge?

No. Decisions about your child's individual provision will be discussed with you and, where appropriate, with your child. Parents and carers will be informed when a child is added to or removed from the SEN register, and consent will be sought where required for external agency involvement.

Who will support my child in school?

Staff / service	Role and responsibility	Qualification / experience
Class Teachers	Your first point of contact if you have worries or concerns. Class teachers teach your child, assess attainment and progress, monitor wellbeing and behaviour, and implement agreed classroom support.	All teaching staff have Qualified Teacher Status. Training and qualifications vary. All teaching staff undertake SEND training delivered in school by the SENCo and/or external agencies.
Support Staff / HLTAs	Teaching Assistants, HLTAs and support staff work closely with children, parents and external agencies. They work in partnership with class teachers and the SENCo to provide appropriate support.	Support staff hold a range of qualifications, including NVQs and first degrees, and have substantial experience of supporting children with additional needs. Some pupils with an EHCP receive designated adult support where this is specified and required.
SENCo	Monitors the progress of pupils on the SEN register, supports target setting, evaluates interventions, coordinates referrals to external agencies where appropriate, reviews EHCPs and chairs annual review meetings.	Mrs A Lambourne is undertaking the NPQ for SENCOs.
Outside Agencies	The schools work with specialist teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. They may support assessment, observation, target setting and provision planning.	Qualifications vary according to the service and professional role.
Headteachers	Line manage the SENCo and monitor the provision and strategies used to support pupils. They ensure relevant policies and documentation are maintained and SEND provision is kept under review.	Miss N Haughton – BA Hons, PGCE, NPQH Miss J Bingwa – BA Hons, PGCE, NPQH
SEND Governor	The Governing Body has a named SEND Governor who meets with the SENCo to monitor provision and reports back to the Governing Body.	Mr J Cave

What SEND training have staff received?

As a whole staff team, we have many years of experience supporting children with speech and language difficulties, autism, ADHD, dyslexia, dyscalculia, cerebral palsy, PDA, attachment difficulties, memory difficulties and global developmental delay.

Staff training includes:

- Safeguarding – annual face-to-face training plus weekly updates
- Understanding and managing behaviour – a nurtured approach
- Working Together Team (WTT)
- Teaching SEND (LEARN)
- Attachment
- Dyslexia-friendly classroom practice
- Trauma-informed classroom approaches
- First Aid
- Restorative Practice
- Sensory Circuits
- Identiplay
- Intensive interaction
- Brick / LEGO therapy

Who else might be involved in supporting my child?

Agency / service	Role and responsibility
Educational Psychology Team	The Educational Psychologist (EP), including private consultancy where commissioned by the school, can assess and advise on special educational needs, including learning and social/emotional needs.
Specialist Teaching Team	Supports identification of specific learning difficulties, including dyslexia. Specialist teachers may assess children and recommend strategies for staff to use in class.
Working Together Team (WTT)	Provides advice and strategies for children experiencing social communication differences, including autism.
Speech and Language Therapy (SALT)	Provides specialist assessment, advice and therapy for children with speech, vocabulary, language and/or communication needs.
Physiotherapy	Advises on programmes and approaches to support movement, motor control and physical development.
Occupational Therapy (OT)	Advises on equipment, adaptations and activities to support independence, access and participation.
Sensory Education and Support Team (SEST)	Provides advice and guidance for children with visual or hearing impairment and related sensory access needs.
Behaviour Outreach Support Service (BOSS)	Provides support and advice to mainstream schools where children present with significant behavioural needs. The service may work with staff and parents to develop strategies for school.
School Nursing Team	School and specialist nursing teams advise and support schools, including around medical needs and diabetes.
Play Therapist / Theraplay	The school has access to therapeutic support which can work privately with families around loss and attachment needs.
Grief and Bereavement Service	Supports children and families experiencing loss, including bereavement or where a close family member is receiving end-of-life care.
Paediatricians	Paediatricians specialise in the health and care needs of babies and children and may assess or diagnose medical conditions or additional needs.
CAMHS	Child and Adolescent Mental Health Services can support a range of significant mental and emotional health needs, including anxiety, depression, trauma, eating disorders and self-harm. Lincolnshire families and professionals can contact Here4You for advice about referral routes.

How will the curriculum be matched to my child's needs?

All children are taught alongside their peers and have access to the statutory programmes of study within the National Curriculum. Class teachers provide adaptive teaching and reasonable adjustments so that pupils can access learning according to their needs.

If your child is identified as having SEND, their needs may require provision that is “additional to or different from” that made generally for other children of the same age. Because every child is unique, the type and level of support will be personalised.

Provision continuum used in this report

Ordinarily Available Provision → Targeted Additional Support → Highly Personalised / Specialist Provision

1. ORDINARILY AVAILABLE PROVISION

High-quality inclusive and adaptive teaching and reasonable adjustments available through everyday classroom practice.

Cognition & Learning	Communication & Interaction
• Adaptive teaching: adjust explanations, task design, resources, grouping and scaffolds while maintaining appropriate ambition. • Explicit instruction, modelling, worked examples and “think aloud” demonstrations. • Break learning and instructions into small, manageable steps; use learning ladders/checklists. • Pre-teach and revisit key subject vocabulary; provide subject-specific word mats and memory prompts. • Make links to prior learning explicit and integrate retrieval practice. • Review key learning points during and at the end of lessons. • Teach sequencing, planning and checking as explicit learning skills (e.g. plan–do–check). • Reduce unnecessary cognitive load: uncluttered layouts, clear headings, bullet points and reduced copying demands. • Use conceptual variation in mathematics and concrete/pictorial representations where appropriate. • Writing frames, sentence starters and other temporary scaffolds. • Offer alternative ways to demonstrate understanding, e.g. diagrams, mind maps, oral responses, voice recording or ICT. • Assistive features such as dictation, typing and text-to-speech. • Allow additional processing/completion time. • Flexible grouping, peer reading and peer learning used purposefully rather than as fixed ability groups. • Tactile and multi-sensory resources, e.g. LEGO phonics. • Whole-class visual timetable and Now/Next. • Alternative background colours or coloured overlays.	• Structured and predictable classroom routines. • Visual timetable positioned where pupils can easily access it; prepare pupils for changes to routine. • Use visual aids and dual coding alongside spoken language. • Use key vocabulary deliberately and repeat/reinforce important words. • Support spoken language with symbols, pictures, concrete apparatus, artefacts, demonstration and role play. • Give one instruction at a time or instructions in manageable chunks. • Use checklists, task lists and prompt cards to support understanding and independence. • Reduce verbal load and abstract language; make language precise and concrete where appropriate. • Additional processing time before repeating or rephrasing a question. • Check understanding by asking the pupil to explain, show or begin what they need to do rather than relying on “Do you understand?”. • Use talking partners and structured turn-taking opportunities. • Consider seating so pupils can see the teacher, peers and visual prompts clearly. • Access to a quieter work position or workstation. • Use word walls/displays to build understanding of new vocabulary. • Basic Makaton/signs or other visual communication supports. • Do not require eye contact; recognise the individual ways a pupil demonstrates attention and engagement. • Talking Tins or other recording/communication technology.

Social, Emotional & Mental Health (SEMH)

- Consistent whole-school behaviour policy, with clear expectations modelled by adults.
- Restorative Practice.
- Predictable routines and advance warning of transitions or changes.
- Regular emotional check-ins and explicit teaching of emotional vocabulary.
- Use tools such as a five-point scale.
- Co-regulation with a trusted adult and access to a clearly identified key adult where needed.
- Positive, specific praise and recognition of effort, regulation and engagement.
- Give meaningful classroom responsibilities and opportunities for success.
- Teach and rehearse regulation strategies; provide planned movement or regulation breaks where needed.
- Identify triggers and early signs of dysregulation and use agreed de-escalation responses.
- Access to a calm/quiet space with a clear plan for returning to learning.
- Use visual timers and clear time boundaries for tasks where helpful.
- Use interactive response methods such as mini whiteboards and low-pressure ways to ask questions.
- Personalise examples and teaching contexts to pupils' interests without narrowing curriculum entitlement.
- Teach and actively manage the transition from whole-class input to independent work.
- Meet and greet at key transition points where this supports regulation and attendance.
- Individual sensory tools such as ear defenders, fidgets, wobble cushions or resistance bands where they are helpful for that pupil and do not impede learning.
- Sensory circuits or movement routines.

Sensory & Physical

Visual

- Consider lighting, glare, contrast and visual clutter; position the pupil to optimise access to teaching and resources.
- Eliminate inessential copying from the board; provide an appropriately sized printed or digital copy where required.
- Read aloud key information as it is written or displayed.
- Avoid standing with a bright window behind you when speaking.
- Use zoom/magnification or accessible digital text where print size is a barrier.
- Use of high-contrast, uncluttered resources and alternative background colours

Hearing

- Consider seating so pupil has access to the teacher and peers; ensure the pupil can see the speaker's face.
- Reduce unnecessary background noise where possible.
- Use a clear, natural speech rate and allow processing time.
- Repeat or summarise peer contributions when these may not have been heard clearly.
- Check that oral instructions have been understood.
- Face the pupil when speaking and avoid covering the mouth.

Physical / co-ordination

- Provide sufficient table space and appropriate positioning; consider desk and chair height.
- Consider left-/right-handed seating arrangements and access to equipment.
- Use a sloping writing surface, pencil grip or adapted equipment.
- Use lined paper with an appropriate line width/spacing for the pupil.
- Offer oral presentation, typing, dictation or other recording methods where handwriting is a barrier.
- Include fine- and gross-motor opportunities such as Dough Disco or First Move activities.
- Plan movement opportunities, rest breaks and adaptations to PE/practical tasks where needed.
- Keep classroom routes and resources physically accessible.

2. TARGETED ADDITIONAL SUPPORT

Additional, specific and regularly reviewed provision for pupils whose identified needs are not fully met through ordinarily available provision. Interventions should have a clear baseline, intended outcome, frequency/duration and review point.

Cognition & Learning	Communication & Interaction
• RWI / phonics intervention matched to assessed gaps. • Additional 1:1 or small-group reading fluency practice. • Targeted comprehension intervention. • Pre- and post-teaching of vocabulary or concepts linked to current learning. • Structured maths intervention matched to assessed need. • Targeted number-sense/arithmetic practice. • Precision teaching or other short, high-frequency practice for identified skills. • Targeted phonological awareness/spelling intervention. • Individual word banks, memory aids or personalised learning prompts. • STT assessment / one-off assessment plus follow-up.	• Listening and attention small group. • WELLCOMM intervention sessions. • Talking Time group. • SALT 1:1 short follow-up programme, where advised. • LEGO / brick-based therapy / Identiplay or structured collaborative play intervention • Communication games matched to identified language/social communication needs. • Structured social communication or interaction group. • Individual visual communication system following assessment/advice. • Targeted preparation for transitions, changes or unfamiliar situations. • Intensive interaction

Social, Emotional & Mental Health (SEMH)	Sensory & Physical
• Targeted social skills / relationship group. • Art therapy or other therapeutic intervention • Healthy Minds support. • Grief and loss support. • Structured lunchtime support or supported social opportunities. • LEGO / brick-based therapy. • Individual motivation/reinforcement plan • Pastoral Support Plan • BOSS support/intervention. • Check-in with a named adult. • Emotion coaching, anxiety management or regulation work.	• Fine-motor programme. • Targeted handwriting intervention. • Concrete and visual materials selected for an identified barrier to learning. • Individual seating/postural aids such as a wobble cushion. • Visual timers or individual time-management supports. • Targeted sensory circuit. • Individual sensory/environment plan. • Planned rest/movement breaks. • OT/physiotherapy exercises or programmes where advised by the relevant professional.

3. HIGHLY PERSONALISED / SPECIALIST PROVISION
For a small number of pupils with complex or persistent needs who require highly individualised, intensive or specialist provision. This may include pupils with an EHCP. Where an EHCP is in place, provision must reflect the individual plan.

Cognition & Learning	Communication & Interaction
• Highly individualised curriculum access and teaching sequence based on assessed strengths, needs and outcomes. • Intensive literacy and/or numeracy teaching matched to specific assessed gaps. • Specialist assistive technology and access arrangements. • Individualised resources and alternative recording/communication methods. • Highly structured teaching with personalised prompts, scaffolds and overlearning. • Personalised timetable within the pupil's educational entitlement where required to access provision. • Specialist professional recommendations embedded consistently across the school day.	• Intensive Speech and Language Therapy programme or specialist language provision. • Individual AAC system, including PECS or other symbol-based/high-tech communication system. • British Sign Language, Makaton or another sign system. • Specialist hearing technology such as radio aid / loop system. • Individual communication passport/profile used consistently across adults and settings. • Highly personalised support for social communication, transitions and access to the curriculum. • Specialist assistive devices and communication technology.

Social, Emotional & Mental Health (SEMH)	Sensory & Physical
• Highly personalised regulation, de-escalation and co-regulation plan shared consistently with relevant staff. • Planned key-adult support linked to specific outcomes and reviewed to promote independence. • Individual therapeutic or mental-health programme delivered/advised by an appropriate professional. • Personalised reintegration/transition plan following periods of significant difficulty or absence. • Specialist assessment and advice translated into an individual provision plan. • Risk management/safety planning where required, alongside proactive support to reduce known triggers.	• Specialist seating, mobility, access or positioning equipment. • Specialist visual/hearing technology and environmental adaptations. • Individual OT/physiotherapy programme. • Specialist assistive technology for communication, recording or curriculum access. • Individual sensory plan with specialist guidance where needs are significant or complex. • Personal care, moving/handling or medical support delivered in accordance with relevant plans and staff training. • Individual adaptations to PE, practical subjects, transitions and the physical environment.

What if my child has significant medical needs?

If your child has medical needs, a care plan will be written jointly with you, your child and any medical practitioners involved. All staff have basic First Aid training, with additional staff holding advanced First Aid training. Staff are also trained to support children with diabetes, cerebral palsy, anaphylaxis and epilepsy; in the past, staff have also supported children requiring bolus feeding.

Parents and carers will be asked to follow the school's Medicines in School Policy if medication needs to be administered during the school day. Medicines are stored securely and administration is recorded.

What support will there be for my child's behavioural needs?

The schools take a positive, relational approach to behaviour. Positive behaviour is recognised across the school. Following a behaviour-related incident, children are supported to reflect on what happened, understand the reasons for their behaviour and consider alternative strategies for the future.

Where a child has an identified behavioural need, the class teacher will seek advice from the SENCo. If further support is required, parents and carers will be invited to discuss next steps. An Individual Behaviour Plan and risk assessment may be created, with agreed strategies put in place and reviewed. The school may seek advice from Educational Psychology or Behaviour Outreach Support Service (BOSS), where appropriate.

How will I know how well my child is progressing?

Opportunity	What this means
Parents' evenings	You will have the opportunity to attend Parents' Evenings three times during the year. Where applicable, you will be given a copy of your child's Learning Plan and have the opportunity to discuss it.
Annual report	You will receive a written report on your child at the end of each academic year.
Open-door communication	You can request to speak to a member of staff working with your child at any point during the year.
Review / agency meetings	You will be invited to relevant review meetings and meetings with external agencies.

How will my child contribute their views?

How we listen	How pupils are involved
Review meetings	Your child's views will be gathered before review meetings. They will be supported to comment on what is working well and what they would like help with next.
SENCo discussions	As part of monitoring, the SENCo or trusted adult will talk with your child about whether they feel happy, safe and supported in school and how we can help further. Informal check-ins may also take place during the school day.
Learning Plans	Learning Plans include targets and reasonable adjustments as well as the child's voice – what is important to them and how they want to be supported.

How does the school know how well my child is doing?

At both infant schools, progress in Reading, Writing and Maths is assessed each term. This enables class teachers to identify children who have not made expected progress or who are not working at Age Related Expectations (ARE). We also use phonics and WellComm screening and standardised assessments to build a broader picture of progress.

Children who are not making expected progress are discussed at termly pupil progress meetings involving class teachers, subject leaders and senior leaders. Staff consider what each child has achieved, whether they are on track to meet individual targets and whether further support and/or challenge is required.

A child may receive additional challenge or support without necessarily requiring a Learning Plan or SEN Support. Where appropriate, progress may be monitored by the SENCo through the whole-school provision map and targeted intervention may be provided in the identified area of need.

What happens if my child makes limited progress?

Where a child continues to make limited progress academically, socially, emotionally, mentally or physically despite appropriate target setting, regular review and support, it may be appropriate to consider whether an Education, Health and Care needs assessment (EHCNA) should be requested.

This may be considered where a child:

- continues to make limited progress
- is working at a level significantly below that expected for their age
- has extensive medical or physical needs

The EHC needs assessment process and any higher-level provision can be discussed directly with Mrs Lambourne, SENCo.

How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to take part in school trips and extra-curricular activities. Appropriate support will be provided to enable participation. A risk assessment is completed before off-site activities and parents and carers are involved where individual needs need to be considered.

In the unlikely event that an activity cannot be made safe for a child, the school will work with parents and carers to consider possible solutions. Where participation is not possible, alternative activities covering the same curriculum areas will be provided in school.

How accessible is the school environment?

Both infant schools are able to support children with physical learning difficulties. Facilities include a hygiene suite with a changing bed and hoist, and accessible toilets. The schools also have strong links with a local specialist school for pupils with physical learning difficulties, which can provide staff training and direct support for children and families.

Staff supporting a child with physical learning difficulties receive relevant training in moving and handling, feeding and intimate care. Please also see the school Accessibility Policy.

How will my child understand their SEND and targets?

Children with SEND are treated fairly and respectfully and are supported within the classroom and across the wider school. Targets are shared with children in an accessible way and pupils are involved in reviewing progress and developing next steps where possible.

Children's thoughts and views are important. Staff take time to talk directly or observe children so that support reflects their needs and helps them make progress academically, socially, emotionally, mentally and physically.

Child-friendly targets are used so that children can understand their next steps. Visual timetables, social stories and learning prompts may also be used to develop independence and support progress.

How will I be involved in supporting my child?

Parents and carers know their children extremely well, and partnership with home is important when planning provision. You can support your child by:

- attending meetings when invited into school
- keeping open lines of communication with school staff and sharing concerns or difficulties
- reading regularly with your child
- supporting homework when asked
- joining school activities such as productions and assemblies

If you have concerns about your child – social, academic, physical, mental or emotional – please contact your child's class teacher, Mrs Lambourne (SENCo) or the relevant Headteacher.

How can I access support for myself and my family?

Lincolnshire County Council's SEND Local Offer provides information about education, health, social care, activities and support services for children and young people with SEND and their families.

Lincolnshire SEND Local Offer: lincolnshire.gov.uk/send

What if I have a concern or complaint about SEND provision?

Please raise concerns with the class teacher, SENCo or Headteacher in the first instance so that the school can work with you to resolve them. If concerns remain unresolved, please refer to the school's complaints procedure.

How will the school support transition?

Transition programmes, additional to planned whole-school transition days, are developed to meet individual needs. The Forest Skies Federation has close links with local nursery schools and junior-school provision.

Transition activities take place between year groups, with additional resources such as photographs, brochures, website tours and extra visits available where needed. The aim is to help children settle quickly and feel safe, happy and secure in their new environment.

If your child transfers from another school, either locally or from outside the county, the SENCo and/or Headteacher will liaise with the previous school to understand your child's needs and put appropriate provision in place as quickly as possible.

The infant schools have close links with local junior schools. If your child is moving to a different area, the Headteacher and/or SENCo will ensure relevant information is passed to the new school and an appropriate transition plan is put in place.

External services, including the Working Together Team, Specialist Teaching Team and Educational Psychology Service, may also support transition from Key Stage 1 to Key Stage 2.

The SENCo from your child's junior school is invited to a transitional annual review meeting at the end of Year 2 where applicable. This provides an opportunity to share targets, strategies and provision, and for parents and carers to ask questions. SEND records are transferred securely to the receiving school's SENCo.

Information on terminology used

SEND documents often use terms and acronyms. If anything in this report is unclear, please ask a member of staff and we will explain it.

Useful contacts

The contact details below have been refreshed for the September 2026 report. Where services change, the Lincolnshire SEND Local Offer is the best place to check the latest route.

Organisation / service	What they can help with	Contact
Lincolnshire SEND Local Offer	Information about SEND services and support	lincolnshire.gov.uk/send
Liaise – Lincolnshire SENDIASS	Independent information, advice and support for children, young people and families	0800 195 1635 | lincolnshire.gov.uk/liaise
Lincolnshire Children's Therapy Services	Speech and Language Therapy, Occupational Therapy and Physiotherapy	01522 459848 | LHNT.lincschildrenstherapyservice@nhs.net
Lincoln ADHD Support Group	Information and support for families affected by ADHD	01522 508373 | lincoln.adhd@btconnect.com
Lincolnshire Centre for Grief & Loss	Grief and loss counselling for adults and children	01522 546168 | email@lcgl.org.uk
PAACT – Parents and Autistic Children Together	Family support, information, groups and activities	paactsupport@hotmail.co.uk | paactsupport.com
Lincolnshire Children's Services	Children's social care enquiries / safeguarding concerns	01522 782111 (office hours) | 01522 782333 (out of hours)
Lincolnshire SEND Business Support	EHC needs assessment / SEND statutory process enquiries	01522 553332 | BS_SEND@lincolnshire.gov.uk
Lincolnshire CAMHS / Here4You	Advice about children and young people's mental health support and referral routes	0800 234 6342 (Mon–Fri, 9:30am–4:30pm)

Need more information?

If you have any further questions or comments about SEND provision at the Forest Skies Federation, please contact your child's class teacher, Mrs A Lambourne (SENCo) or the relevant Headteacher.