

Special Educational Needs Information Report



Forest Skies Infant Schools

“Take off and fly!”

Our key members of staff

Miss N Haughton Headteacher The Lancaster School	Miss J Bingwa Headteacher Woodlands Infant and Nursery School
Mrs A Lambourne SENCo	
Mr J Cave SEN Governor for the Forest Skies Federation	

Special Educational Needs at the Forest Skies Federation

Here at the Forest Skies Federation we recognise that all children are unique individuals with different needs and not everyone learns at the same pace or in the same way.

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

‘a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her’

‘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’

A disability is defined in terms of the Equality Act 2010 as:

‘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 can be found in the ‘Special Educational Needs and Disability code of practice: 0-25 years’ June 2014. This can be found at:

<https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>

What does that mean at our schools?

At both infant schools, we follow the Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual, we also acknowledge that some children will, at times, need more support than others. Support will be tailored to ensure that our pupils can fulfil their potential and achieve across the curriculum. Children who have special educational needs may need support in one or more of the following four categories:-

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory and Physical

If your child, you or your child's teacher are concerned that your child is not making the progress that might be expected, or that an additional need is identified, your child's class teacher or the SENCO will speak to you, parents or carers, about our concerns. We will closely monitor your child's progress and if deemed necessary, they will be placed on the special educational needs (SEN) register.

As a staff, we will make every effort to ensure that your child is identified and, therefore, supported from an early age. As part of this process, we may carry out additional assessments to understand your child's needs and set and review individual targets at regular intervals. Your child will play a fundamental part in their own target setting and reviews.

In some cases, we may collaborate with outside specialist agencies such as the educational psychology team, specialist teachers or speech and language therapy services. Your permission will be obtained for the involvement of any outside agencies.

It is vitally important that there is good communication between home and school in order that your child's needs can be best met. Parents and carers are encouraged to speak to staff at any point if you have any concerns about your child.

What is the school offer?

The School Offer has been written to provide information for parents and carers.

It allows children, parents and carers to understand exactly what our school can offer a child with special educational needs; what provision and resources are available to them as well as understand how their child and family will be supported.

What kinds of special educational needs does the school/setting make provision for?

The infant schools are mainstream setting.

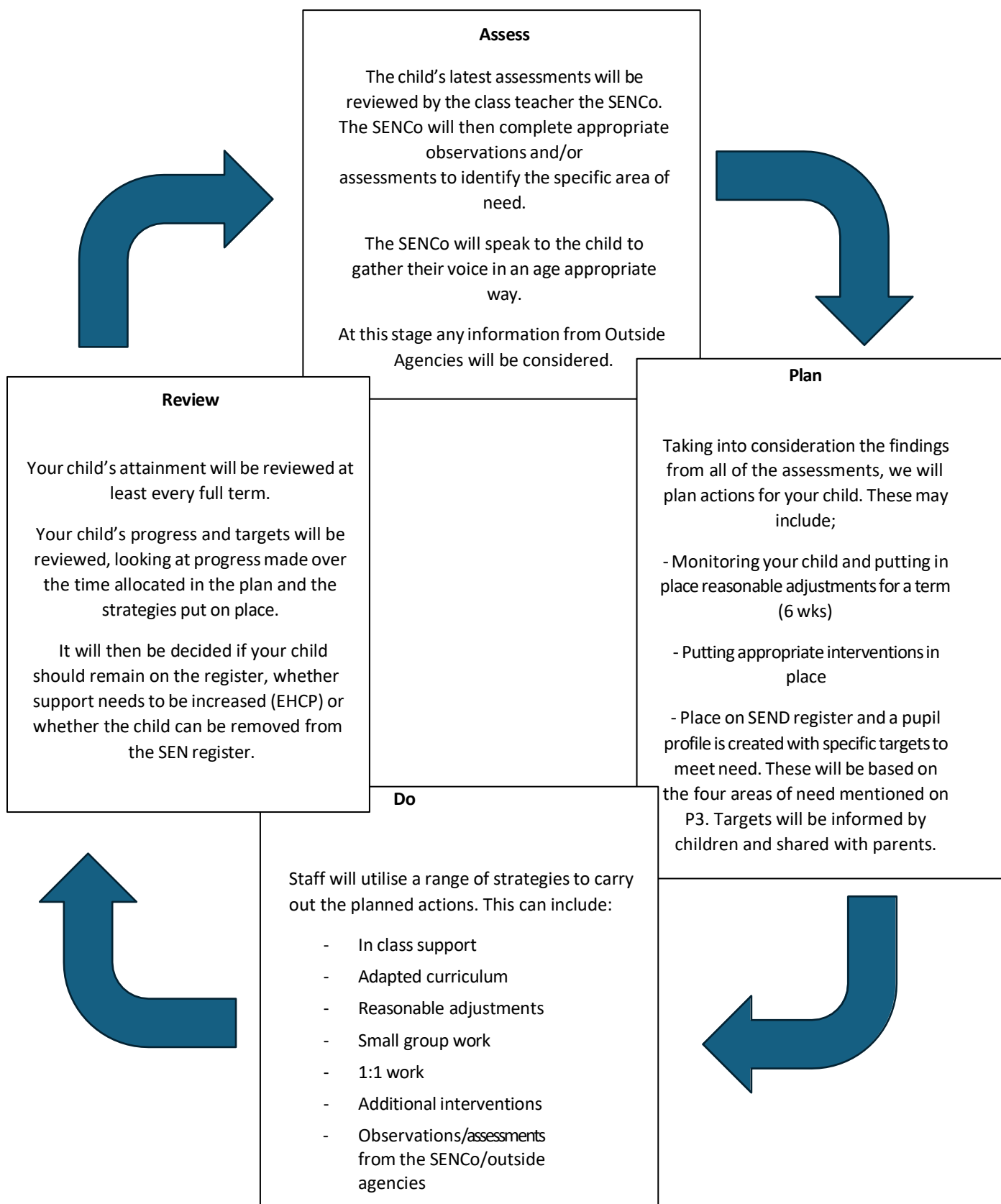
In the Forest Skies Federation, we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background. With our Golden Thread, 'Inclusivity for All', we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Children are identified as having special educational needs if they have either a learning difficulty, which is significantly greater than the majority of their peers or; a disability which prevents or hinders them from making use of the educational facilities provided for their peers; which as a result calls for special educational provision to be made for them. It is the responsibility of the Head Teacher and SEN Governor for overseeing the provision for children with SEN and the SENCo for co-ordinating the day-to-day provision of education for pupils with SEN.

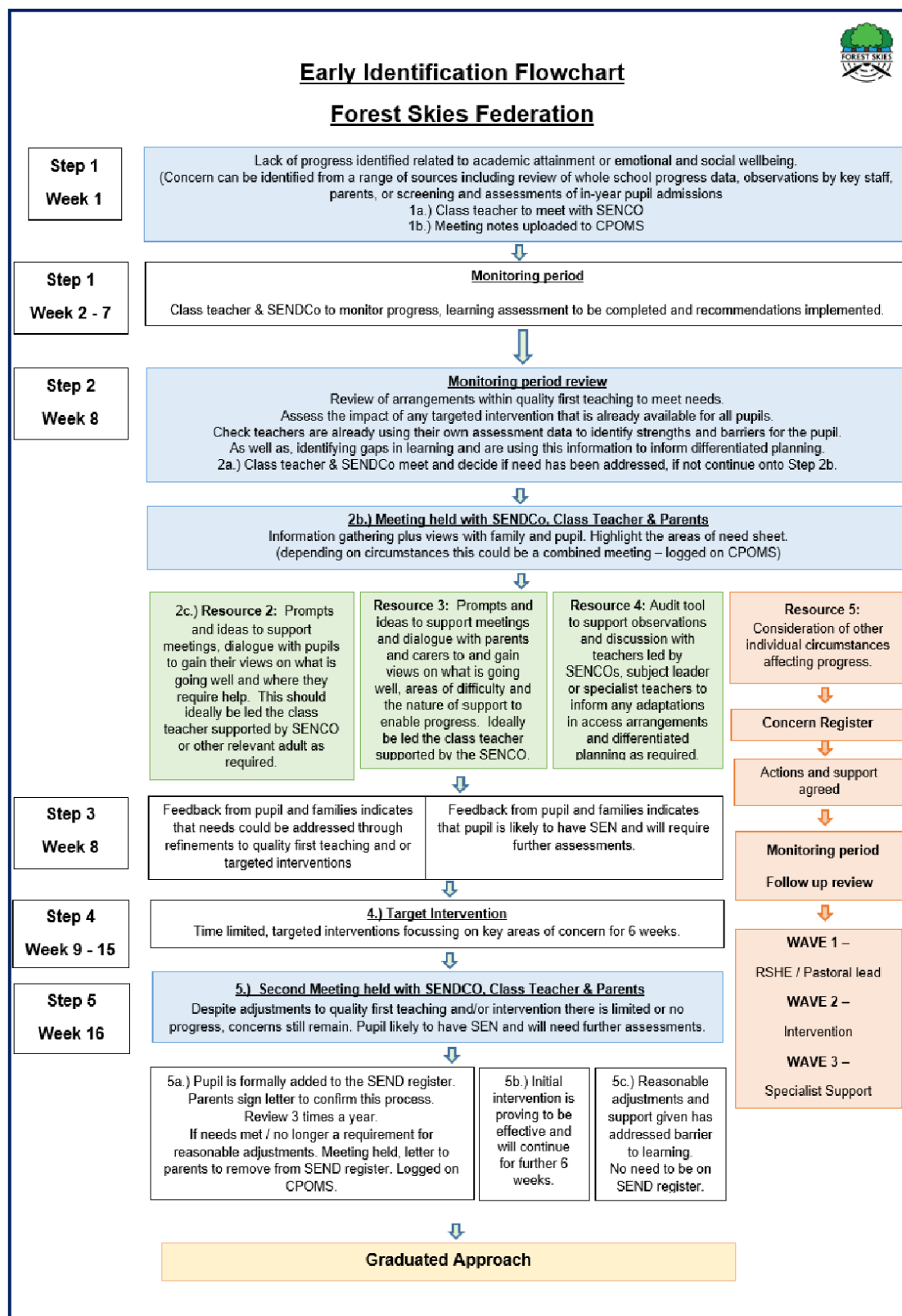
Our school uses a graduated approach to decide when a child is having difficulties in accessing learning. Initially, children whose academic achievements fall significantly outside the range of their peers, are monitored to identify possible difficulties. At this point, after consultation with the SENCO, steps are taken to provide adapted learning opportunities that will aid academic progression and appropriate teaching styles are used.

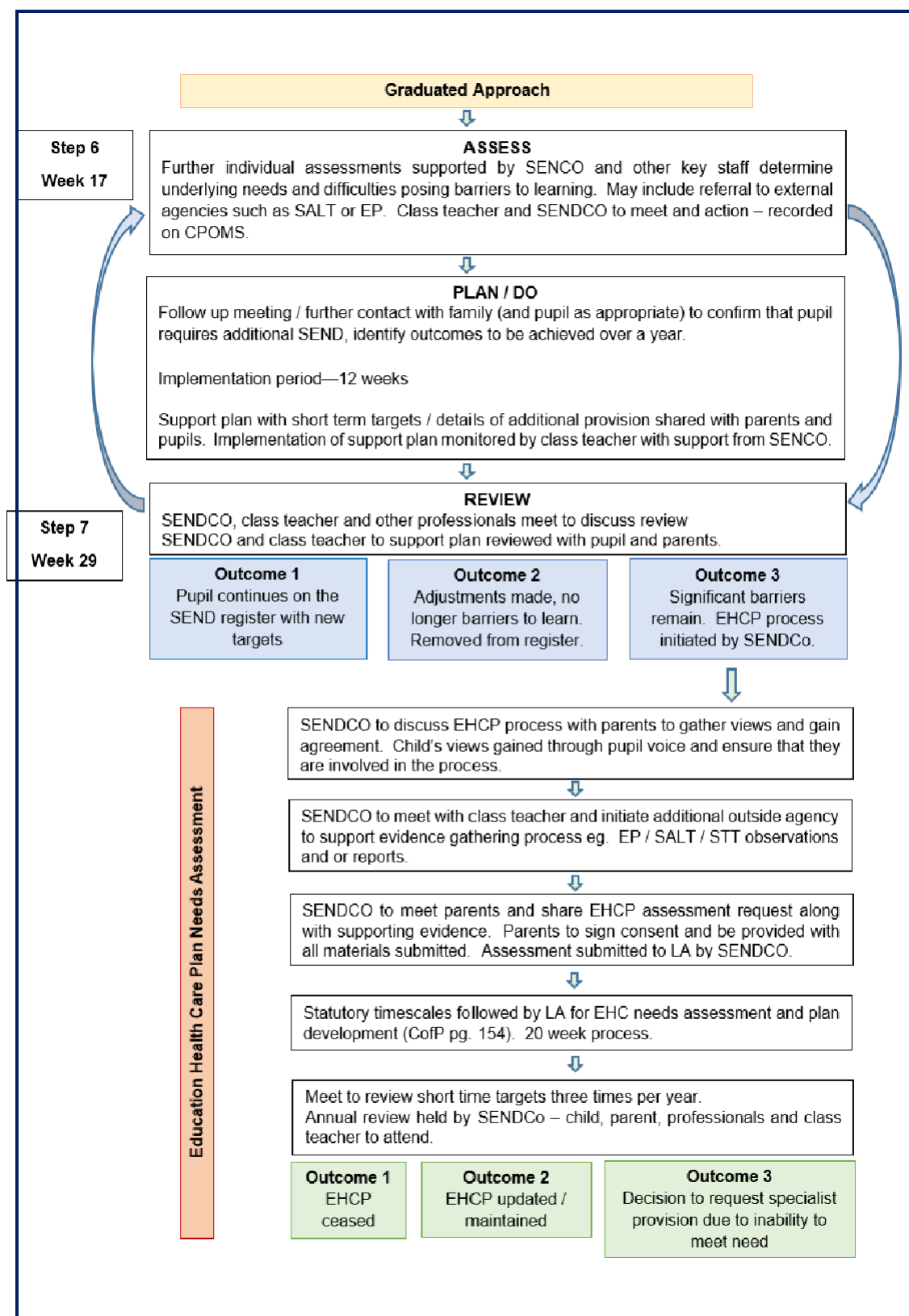
This is a cycle following the Graduated Approach of Assess, Plan, Do, Review:



Parents are encouraged to contact the school if they have any concerns or queries about whether their child may have special educational needs. Firstly, contact your child's class teacher or SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

What does the school SEN identification process look like?





Will a decision ever be made about my child's Special Educational Needs without my knowledge?

No. Any decisions regarding the provision for your child's individual needs will be discussed with you and, where appropriate, your child. Parental consent is always required for your child to be added or removed from the register as well as for the involvement of any outside agencies.

Who Will Support My Child In School?

Staff	Role and Responsibility	Qualification and Experience
Class Teachers	The Class Teacher is the person that you should make contact with first if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgements about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school.	All teaching staff at the infant schools have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENCo or Outside Agencies.
Support Staff / HLTAs	Our highly experienced Teaching Assistants and support staff will work closely with children, parents and outside agencies. Support Staff and the Class Teachers will work in partnership with the SENCo where needed to provide the best possible provision for your child.	Our teaching assistants hold a range of qualifications, including NVQs, and first degrees. The Teaching Assistant team are very experienced members of staff. Many of them have been working as part of the Federation with children with additional needs for a number of years. We have some children who require 1:1 support through an EHCP. This support is provided by a designated adult on a daily basis to ensure individual needs of the child are met.
SENCo	The school SENCo will monitor the progress of all children on the Special Needs register in school. They will also set effective targets for the children on the register and monitor the effectiveness of interventions in school. The SENCo will also refer to outside agencies if it is deemed necessary. The SENCo will review EHCPs and chair annual review meetings.	Mrs A Lambourne is undertaking the National Award for Special Needs Coordination.

Outside Agencies	Both infant schools work with a range of outside agencies including: Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. The role of the outside agencies is to support the SENCo in setting targets, assessing and observing children in school.	Qualifications vary from agency to agency.
Head Teacher	The Head Teachers line manage the SENCo and ask questions about the provision and strategies used to support the children at Forest Skies Federation. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENCo is updating paperwork, as needed.	Miss N Haughton BA Hons, PGCE, NPQH Miss J Bingwa BA Hons, PGCE, NPQH
SEND Governor	The Governing Body has a named SEND Governor. The SEND Governor regularly meets with the SENCo to monitor provision in school. The SEND Governor also reports to the Governing Body.	Mr Cave

What training have staff supporting special educational needs had and what is planned?

As a whole staff team, we have many years of experience in supporting children with speech and language difficulties, autism, ADHD, dyslexia, dyscalculia, cerebral palsy, PDA, attachment disorder, memory difficulty as well as global developmental delay. A number of our teaching assistants have the ELKLAN speech and language qualification.

All staff have had training for:

Safeguarding (annual face to face training plus weekly updates)

Understanding and managing behaviour - a nurtured approach

WTT

Attachment

Dyslexia friendly classroom

Trauma informed classroom approaches

First Aid

Restorative Practice

Who Else Might Be Involved In Supporting My Child?

Agency	Role and responsibility
Educational Psychology Team	It is the role of the Educational Psychologist (EP), who is a private consultant, to assess a child's special educational needs and to support and advise staff. This can refer to specific learning needs or social/emotional behaviour.
Specialist Teaching Team	The STT will visit school to support in the identification of specific areas of difficulty children may experience in their learning, including dyslexia. They work with children on a 1:1 basis to assess their needs and suggest strategies staff can implement to support them in class.
Working Together Team	The WTT will talk with staff to suggest strategies to support children who may be experiencing social and communication difficulties including Autism.
Speech And Language Therapy	The SALT service are a team of therapists who are trained to give specialist assessments, advice and blocks of therapy for children with speech, vocabulary and/or communication difficulties.
Physiotherapy	The Physiotherapy service advise programmes to be used in school in order to develop motor control and movement in children.
Occupational Therapy	The OT team give advice on equipment, adaptations and activities to support the learning/social development of children.
Sensory Education Support Team	The SEST service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.
Behavioural Outreach Support Service	The BOSS service offer support and advice to staff in mainstream schools who may deal with challenging behaviour. They meet with staff and parents to provide strategies to support children 1:1 in the school environment.
School Nursing Team	There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs and Diabetic nurses.
Play Therapist	The school have access to a Theraplay therapist who will work privately with families to support loss and attachment needs.
Grief and bereavement service	This service offer support to children and families who are dealing with loss in their life. This could be through the death of a parent or near relative or who a family member who is receiving end of life care.
Paediatricians	Paediatric doctors specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition or additional need.
CAHMS	CAMHS can support with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm. Families can be referred by a medical practitioner.

How Will The Curriculum Be Matched To My Child's Needs?

All children are taught in groups with peers, giving them access to the statutory programmes of study laid down in the National Curriculum. The class teacher takes steps to provide adapted learning opportunities so that all children are able to access according to their specific needs. If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the support they require will be 'additional to or different from' other children.

We believe that each child is unique and therefore we ensure reasonable adjustments are made to the curriculum to ensure their needs are met as much as possible. For children with SEND, we offer many strategies to meet needs.

Cognition and learning tiered adjustments and adapted provision

Universal	Universal+	Targeted	Targeted+
• Modelling- I do, we do, you do, WAGOLL • Working walls - flipchart paper • Alphabet strips, Phoneme mats, Key word mats • Chunk instructions and information • Teach sequencing as a skill • Check understanding e.g. Learners to repeat back instructions, metacognitive strategies • Visual cues • Recall of prior learning • Explicit links to prior learning • Processing time • Scaffolding e.g. Writing frames • Manipulatives/concrete resources • Visual timetables/ timetables • Use IT programs and apps. • Whiteboards and pens to support memory • Texts which reflect interest and age range • Text presented clearly (font size, font type, background)	• Individual workstation • Hover support • Allow additional time to complete tasks • Consider recording options and demand (use of technology) • Small group pre-teaching • Small group over-learning to embed class teaching • Small group recall of prior learning • Interventions for specific skills e.g., ➢ Phonics ➢ Reading/writing/maths ➢ Precision teaching • Specific strategies/resources: ➢ iPads for recording voice and playing back ➢ Colourful semantics ➢ Coloured overlays/paper ➢ Memory games ➢ Speak to text software ➢ Read aloud software	• Pupil profile • One page profile • Bespoke timetable • AR+ groups • Fresh Start phonics • 1:1 or small group pre-teaching • 1:1 or small group over-learning • 1:1 recall of prior learning • Bespoke interventions • Specific strategies/resources: ➢ Read pens ➢ Dictaphones ➢ Technology	• Personalised EHCP targets • Specialist intervention and educational psychologist involvement • Local Authority and Special School Outreach Support

• Dual coding e.g. diagrams and pictures to add meaning • Carefully consider reading aloud expectations • Teach and model memory techniques • Minimise copying from the board • Reduce distractions			
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Our intervention offer

• Phonics • Fresh start • Pre-teaching • Over learning • Handwriting support • Precision teaching • First call / first move

Communication and interaction tiered adjustments and adapted provision

Universal	Universal +	Targeted	Targeted +
• Effective listening guidelines • Learning behaviours explicitly taught and reminders given • Cues for active listening • Consider speech rate • Key words/vocabulary explicitly taught and emphasized • Processing time given (wait 10 seconds to give them time to respond) • Visual prompts e.g. Widgit • Objects of reference • Clear, simple instructions • Instructions are adapted • Delivery of information	• Echo their responses-repeating sentences back using correct grammatical structures • My turn, your turn approach - the child copies sentences modelled by the adult • Bespoke recall support • SALT assessment completed in school and interventions completed regularly for a fixed period • Hover support, repeat and rephrase instructions • Consider classroom position - proximity to adult and visibility of the whiteboard • Stammering guidance implemented • Specific strategies/resources: ○ Comic strip conversations ○ Social stories	• Pupil profile • One page profile • Personalised word mats / vocabulary spider diagrams • Use of technology • Personalised ways to ask for support • Personalised visuals e.g. visual timetable, now and next, toilet card • Personalised visuals to support with routines • Additional support to follow instructions • Adapted tasks broken down into smaller steps • Objects of reference to support with transitions • Additional support at breaktime • Individual workstation • Bespoke timetable (brain, sensory and	• Personalised EHCP targets • Specialist intervention and educational psychologist involvement • Speech and Language Therapist /Specialist Advisory Service or other professional with expertise in SLCN involved. • Bespoke speech and language interventions as directed by specialists • Virtual Autism Hub support • Local Authority and Special School

slowed down with time given to allow processing • Modelling language • Scaffolding language • Cue in by name • Learners are encouraged and shown how to seek clarification • Talking buddies/ partners • Recall strategies implemented in lessons • Flexible groupings used	○ Emotion/5-point scales	movement breaks, specific interventions conducted daily) • Educational Psychologist involvement • Speech and Language Therapy involvement / Ongoing SALT intervention in place • Specific sensory equipment • Progression over time (working alongside others, working with an adult, working with peers) • Specific interventions: ○ Lego based therapy ○ Play intervention ○ ELSA	Outreach Support
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Our intervention offer

- Bespoke speech sounds intervention
- Bespoke SALT intervention
- Lego based therapy
- Play intervention
- Identiplay

Social, emotional and mental health tiered adjustments adapted provision

Universal	Universal +	Targeted	Targeted +
• Clear behaviour expectations • Relational approach • Identify strengths and interests • Growth Mindset • Listen to the child or young person • Cue in by name • Calming music when appropriate • Positive language and unconditional positive regard • Clear time limits for work • Consider seating arrangements (for e.g. for attention,	• Additional adult support • Individual workstation • Bespoke emotional literacy • Individual visual timetable (NOT bespoke) • Now and next/ now, next, then • Hover support • Visual timer e.g. sand timer • Time out • Teach learners how to use post-it notes /whiteboard for questions and ideas	• Pupil profile • One page profile • Bespoke timetable • Names key adults • Regular check ins • Local Authority and Special School Outreach Support • Educational Psychology Service involvement • Behaviour plan • Individual risk assessment • Specific strategies/resources ➢ Playing for purpose ➢ Lego based therapy ➢ Socially speaking	• Personalised EHCP targets • Specialist intervention and educational psychologist involvement • CAHMS involvement • Local Authority and Special School Outreach Support

focus, good role models) • Safe place to store belongings • Transitions considered • Tools and equipment clearly labelled and accessible • Chunk instructions and support with visual cues • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Emotional literacy • Specific strategies/resources: ➢ Feelings wheel ➢ Time to talk of the sofa ➢ Worry box ➢ Movement breaks ➢ Restorative practice ➢ Circle time ➢ Fidget resources used during breaks	• Personalise teaching where possible to reflect CYP's interests • Soft start- settling time in a morning • Additional movement breaks (legitimise e.g. doing a job) • Specific strategies/resources: ➢ Emotions scale ➢ Social groups ➢ Circle of friends	➢ Bespoke emotions scale ➢ Sensory circuit	
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Our intervention offer

➢ Social groups/Play intervention (board games) ➢ Circle of friends ➢ Play for purpose ➢ Socially speaking ➢ Recognising emotions (emotional literacy or emotional education) ➢ Zones of regulation ➢ Behavioural activation ➢ Cognitive restructuring ➢ Graded exposure ➢ EBSA pathway ➢ Lego therapy ➢ Sensory Circuits
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What if my child has significant medical needs?

If your child has medical needs then a care plan will be written jointly with yourselves, your child and any medical practitioners involved. All staff have basic First Aid training as well as members of staff having advanced First Aid Training. Staff in school are also trained to support children with diabetes, cerebral palsy, anaphylaxis and epilepsy; in the past our staff have also catered for children requiring Bolus Feeding.

As parents you will be asked to sign the Medicines in School Policy if you wish your child to receive medication within the school day. All medicines are stored in a locked medical cupboard and signed for when administered to your child.

What Support Will Be There For My Child's Behavioural Needs?

As a school we have a positive approach to managing the behaviour of our children. Behaviour both in and out of the classroom is rewarded and all staff are able to contribute. After any behaviour related incident the child will be spoken to by a member of staff and have time to reflect on their actions. They will have the opportunity to discuss the reasons for their behaviour and suggest ways they could deal with these issues in the future.

If a specific child has a behavioural difficulty then the class teacher will seek the advice of the SENCo. If the behaviour requires further attention then a meeting will be set up with the parents and a discussion of next steps will be decided together. An Individual Behaviour Plan and risk assessment will be drawn up suggesting ways to support the specific behavioural need. From this, relevant support strategies will then be put in place and reviewed. It may be necessary to seek support from the Educational Psychologist service or BOSS outside agency who will meet with parents and observe children as necessary.

What Opportunities Will There Be For Me To Discuss My Child's Attainment And Achievement? How Will I Know How Well My Child Is Progressing?

You will have the opportunity to attend Parents Evenings three times during the year in which you will be given a copy of your child's learning plan and you will have an opportunity to discuss it.	You will receive a report on your child at the end of each academic year.
We have an open-door policy which means you can request to see a member of staff working with your child at any point throughout the year	You will be invited to meetings with outside agencies and review meetings.

How Will My Child Be Involved In The Process And Be Able To Contribute Their Views?

Review Meetings Your child's views will be gained prior to a review meeting. They will be asked for their input into reviewing of provision and target setting - what they feel has worked well and what they feel they need to work on next.	SENCo Discussions As part of regular monitoring the SENCo will talk to your child to see if they are happy and safe in school, feel supported and ask them to suggest ways we can help further. There are opportunities for informal 'check ins' throughout the school day.
Learning Plans As well as targets and reasonable adjustments this also includes the voice of your child to show what is important to them and how they want to be supported.	Interventions Your child's class teacher will plan specific interventions to support your child. During tasks your child will be asked to feedback on the activity - is it helping, what ways they learn best and what they find challenging.

How Does The School Know How Well My Child Is Doing?

At both infant schools, we assess children's progress in Reading, Writing and Maths each term. This enables class teachers to quickly 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 picture of your child's progress.

Children who are not making expected progress are identified at termly pupil progress meetings which take place between the class teachers, subject leaders and senior leadership team. In this meeting a discussion takes place regarding all individual children. The staff look at what they have achieved and whether they are on track to meet their individual targets. At times there may be children who will be identified as needing further support and/or challenge to aid their progress.

Any child may receive extra challenge or support as a result of the findings of the assessment data. However, this does not always mean they will require an Individual Education Plan (IEP). Instead their progress will be closely monitored by the SENCo through the whole school provision map and the child will receive intervention specific to their area of need.

What happens if my child makes limited progress academically, socially, emotionally, mentally or physically) within school?

If your child, despite intensive target setting, regular review and support from outside agencies:

- makes limited progress and/or
- is working at level which is well below that expected for someone of their age and/or
- has extensive medical or physical needs it may be appropriate to consider applying for an Education, Health and Care Plan. This higher need provision and process can be discussed with Mrs Lambourne directly.

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 be included on school trips and extra- curricular activities. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Parents are involved at this stage to ensure that their child's needs are being met. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How Accessible Is The School Environment and Can the School Support a Child with Physical Learning Difficulties?

At both infant schools, we are able to support children with physical learning difficulties. We have a hygiene suite complete with changing bed and hoist, and toilets for disabled users. We also have excellent links with a local school for children with physical learning difficulties who provide us with training for staff as well as direct support for our children and families. All staff supporting a child with physical learning difficulties receive all relevant training in regards to moving and handling as well as feeding and intimate care giving. (See Accessibility Policy)

How will my child be made aware of their special educational needs and the targets to which they are working?

Children with special educational needs are treated in a fair and respectful manner, being fully supported within the classroom and around the school as a whole by all staff. The targets for your child will always be shared with them and they will always be involved in their review as well of the development of next steps. Your child's thoughts and views are extremely important and staff always take the time to talk directly to them as well in order that they can be supported in making the most possible progress, whether this be academically, socially, emotionally, mentally or physically.

Child friendly targets are used to ensure that you child can access their own next steps provision; visual timetables, social stories and learning prompts are also used to support the development of independence as well as ensuring progress.

How will I be involved in supporting my child?

Parents know their children better than anyone else, and we as staff need your support in order to plan for your child's provision. There are many ways in which you can support your child, including:

- Attending meetings when invited into school
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child
- Assisting your child to complete homework when asked to
- Joining activities eg productions, school assemblies etc

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

How Can I Access Support For Myself And My Family? What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Lincolnshire County Council offers support for parents from various agencies. Information can be found at the Council's website: <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

Please also see the school complaints procedures in the unlikely event that all other channels of communication have broken down.

What provision is there for Gifted and Talented children?

The Forest Skies Federation has numerous opportunities for those children who are particularly gifted or talented in a particular area - whether this be an academic area, sport or music. If your child is recognised to be gifted or talented in an area then this will be discussed with you; you may be provided with information regarding local clubs or activities which may further support develop their specialist skill.

In addition to this the school has a number of opportunities for your child to be supported in developing their skills further; with more able writing workshops, author visits, visits to local places in the community, and sports coaching opportunities for example.

How Will The School Prepare And Support My Child To Join the school or Transfer To A New Setting or School?

Transition programs, additional to planned whole school transition days, are developed to meet the individual needs of your child. The Forest Skies Federation has very close links with the local nursery schools as well as the Junior school provisions.

There are always transition days and activities planned between any year group with additional resources such as photos, brochures, website tours and additional visits being made available for those that require it.

The primary aim of this extensive provision being to ensure a smooth transition in September; allowing children to settle quickly, feel safe, happy and secure in their new environment.

The staff from the Forest Skies Federation move between the sites and are therefore familiar to the children, further aiding the transition process.

If your child transfers from another school, either local or from out of county, The SENCo and / or the Headteacher will speak with the SENCo or Headteacher from your child's previous school to ensure your child's full needs can be understood and provided for as quickly as possible.

Both infant schools have very close links with the local junior schools to ensure a smooth transition for your child. If your child is moving to a different area, the Headteacher and/or SENCo will ensure that any information is passed on to the new school and a robust transition plan is in place.

Our outside agencies, for example The Working Together Team, Specialist Teaching Team and the educational psychology service, are also available during the transition from KS1 to KS2, supporting you and your child with the process.

The special needs coordinator of your child's junior school is always invited to your child's transitional annual review meeting at the end of Year 2. This allows for targets, strategies and provision to be shared with the junior school as well as allowing you the opportunity to ask any questions regarding the junior's special educational needs provision. All paperwork regarding your child's special educational needs provision is sent to the junior school's SENCo.

Information On Terminology Used

Sometimes, terms and acronyms will be used, it can be difficult to understand what each one means. If in doubt, please ask a member of staff.

Other useful contact information (see website for more) -

ADHD Support, Lincoln - 01522 539939 lincoln.adhd@btconnect.com

Children's Therapy Services - 01522 514814

Dyslexia Action, Lincoln - 01522 539267

Family Information Service - 0800 195 1635

Lincoln Parent Partnership - 01522 553351 www.lincolnshireparentpartnership.org.uk

Lincolnshire Centre for Grief and Loss - 01522 546168

Lincolnshire Children's Services - 01522 554673

Lincolnshire County Council Support and Aspirations - 01522 782030

PAACT (Autism Support) - paactsupport@hotmail.co.uk

Special Needs Services, Lincoln - 01522 553332

If you have any further questions or comments regarding the provision of Special Educational Needs at the Forest Skies Federation please do not hesitate in contacting us.