



SCAMBLESBY C.E. PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy 2026

Our Aim

At Scamblesby C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that with the right training, strategies and support virtually all children with Special Educational Needs can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

Inclusion Statement

At Scamblesby C.E. Primary School, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

As a church school, we are committed to ensuring that every person is known, valued, and supported so they can thrive. Our SEND provision is rooted in our Christian vision, inspired by St Martin, whose kindness, wisdom, and endeavour transformed the lives of those around him. Working in partnership with families, we ensure that every child—especially those with additional needs—is welcomed, supported, and empowered to shape their future with confidence.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(Special Educational Needs and Disability Code of Practice, 2015)

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

At Scamblesby C.E. Primary School there is:

A SENDCO

The SEND Governor is Karen Elliott

The Designated Safeguarding Leads are the Headteacher and Mrs Jenny Fenwick

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Scamblesby CE Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met;
- Early identification and early intervention are essential for ensuring better outcomes for pupils;
- Raising the achievement of pupils with SEND is a whole school responsibility;
- Active, respectful involvement of parents/carers as partners in the education of their child has a positive impact on the learning and well-being of their child;
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress;
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need;
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family;
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money;
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND;
- To work in partnership with parents/carers;
- To value and encourage the contribution of all pupils to the life of the school;
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard;
- To enable all pupils to participate in lessons fully and effectively;
- To work with the Governors to enable them to fulfil their statutory monitoring role;
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils;
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:*

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

'A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'. (Section 1: xiii; xiv)

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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'.* This definition provides a relatively low threshold and includes more children than many realise: *'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.* (Section 1: xviii)

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Admission Arrangements and Special Facilities

The school welcomes all children. The Governing Body do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. The school building is accessible to all and has accessible toilets but pupils with physical needs may need extra facilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that consultations can take place.

Identification of SEND

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, emotional and mental health (SEMH)
- Physical and sensory (S&P)

Please see appendix 1 for Scamblesby C.E. Primary School's 'Identification and Support flowchart for children with SEND' for the identification of SEND and the pathway we follow.

SEND Support: assess, plan, do, review

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEND are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (**assessed**) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENDCO. These concerns are shared with parents and an immediate **plan** of action is agreed.

Assess

This could be through formal data collection from:

- Views of the child and their family
- Teacher assessment against age related expectations and observations
- Pupil's current attainment
- Pupil's previous attainment
- External agency assessments and observations
- Use of Pre-Key Stage Standards
- Valuing SEND Tool
- Autism Education Trust Progression Framework (AET)

Review

SMART targets will usually be set termly with the pupils to create their Support Plan. Parents will be invited to a review meeting or telephone consultation to discuss progress, approximately every 3 months. However please feel free to contact your class teacher and / or the SENDCO at any time. The reviews will evaluate:

- Progress against the targets.
- Decide which strategies were successful and not successful.
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

Do

This is how a child's SMART targets will be achieved.

All teachers and support staff are made aware of the plan and implement the adjustments, support and interventions agreed in the plan.

Plan

SMART (Significant, Measurable, Achievable, Realistic, Time bound Targets) targets are created using information collected in the ASSESS part.

Following assessment, the Class Teacher, SENCO and parents/carers and pupil, agree on a plan of action. At Scamblesby CE Primary this could be an intervention planned on the class provision map, an Individual Education Plan (IEP), a Pastoral Support Plan (PSP), a Electronic Personal Plan (EPEP), a Behaviour Intervention Plan (BIP), Emotional-based School Avoidance Plan (EBSA) or an Education, Health Care Plan (EHCP).

Support Plans

Strategies employed to enable a child with Special Educational Needs or Disabilities, to progress will be recorded within a Support Plan. This sets out SMART (Significant, Measurable, Achievable, Realistic, Time bound) targets and teaching strategies that will support the pupil and that are additional to and / or different from those that children will receive through the normal differentiated curriculum. Following the 'Identification and Support flowchart for children with SEND' (see appendix 1) children may have their targets identified through the class provision map, through an Individual Educational Plan or through a support plan (i.e. EBSA plan, PSP). Parents will be given a copy of the Support Plan. If parents are unable to attend the review meeting, then a copy of the Support Plan will be sent home. The Support Plan will be reviewed at least three times a year in the Autumn Term, Spring Term and the Summer Term. Pupils will participate fully in the review process according to their age and abilities. For ease of identification and monitoring, our school keeps a Special Educational Needs and Disabilities Register with the names of children for whom there is concern. Referrals, assessment forms and all other letters, forms and records about SEND are kept in confidential files in the SENCO's locked filing cabinet.

Education, Health and Care Plan (EHC Plan)

If the child continues to demonstrate significant cause for concern, the school will request a statutory assessment of the child's special educational needs and/or disabilities by the Local Authority. The SENDCO completes the Education, Health and Care Needs Assessment Request Form (Primary Education) and submits it to the SEND Team, Lincoln. If a decision is made to instigate statutory assessment, an assessment takes place in line with current legislation. If the request is approved by the County the child will be allocated a Case Worker and receive an Education, Health and Care Plan (EHC Plan). For pupils who have an EHC Plan, as well as the termly review of their IEPs, their progress and the support outlined in the EHC Plan will be reviewed annually, at an EHCP Annual Review. When pupils are due to transfer to another phase, planning for this will start in the year prior to the year of transfer. Advanced planning for pupils with an EHC Plan in Year 5 will allow appropriate options to be considered. The SENDCO liaises with the SENDCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Supporting Children and Families

The local authority 'Local Offer' can be found at www.lincolnshire.gov.uk/send-local-offer which offers parents support on the county's obligations and services.

Our school 'SEND Information Report' outlines our offer of support for children in our school with SEND and can be found on our website: www.scamblesby.lincs.sch.uk

When appropriate, we work closely with the following agencies to support our children and their families:

- Education Psychologist
- Speech and Language Therapy (SALT)
- Specialist Teaching Service
- Working Together Team (WTT)
- Child and Adolescent Mental Health Service (CAMHs)
- Behaviour Outreach Support Service (BOSS)

- School Nursing team
- Healthy Minds
- Physiotherapy
- Social Care

See appendix for further details.

Monitoring and Evaluation of SEND

Class teachers will monitor the effectiveness of provision for children with SEND. This will be overseen by the SENDCO. The SENDCO will regularly evaluate the effectiveness of the interventions and strategies in place through observations, learning walks and discussions with class teachers. Parent and child views are considered regularly at review meetings to ensure all views are collected.

Training and Resources

The school works to an annual budget. The needs of the children requiring SEND support are taken into account when decisions are made in spending the budget.

The SENDCO attends local authority network meetings to keep up to date with local and national changes.

Training is given to staff to enable them to meet specific needs of individuals.

Staff Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- the head teacher and the governing body will delegate the day to day implementation of this policy to the SENDCO;
- the head teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:
- analysis of the whole-school pupil progress tracking system;
- pupil progress meetings with SENDCO and individual teachers;
- regular meetings with the SENDCO;
- discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCO)

In line with the SEN Code of Practice 2015 and the mandatory standards identified within National SENDCO Award training, the SENDCO has *'an important role to play with the headteacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87). The SENDCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of the SEND register;
- co-ordinating provision/intervention for children with special educational needs;
- liaising with and advising teachers- offering professional support;
- contributing to the in-service training of staff;
- managing other classroom staff involved in supporting SEND pupils;
- overseeing the records of all children with SEND

- Implementing a programme of Annual Review for all pupils with an EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have an on-going special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
- evaluating regularly the impact and effectiveness of all additional interventions for all SEND pupils;
- meeting **at least** termly with each teacher to review and revise learning objectives for all SEND pupils in their class who are being tracked on the class's provision map;
- meeting at **least three times a year** and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views ,in conjunction with class teachers; ensuring SEND pupils receive appropriate support and high quality teaching;
- attending area SENDCO network meetings and training as appropriate;
- liaising with the school's SEND Governor, keeping her informed of current issues regarding provision for SEND pupils (nationally, locally and within school);
- liaising closely with a range of outside agencies to support SEND pupils;
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of SEND pupils and ensure value for money.

Class Teacher

liaising with the SENDCO to agree:

- which pupils are underachieving and need to have short term additional interventions monitored on the class provision map or to be placed on the school's monitoring list – but do not have special educational needs;
- which pupils require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, possibly, an IEP to address a special educational need (this would include pupils with EHC Plans)
- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely *'additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.'* (SEN Code of Practice 2015. 6:15)

Teaching Assistants

- working with an individual or group of pupils to access the curriculum;
- implementing activities designed to achieve targets on an IEP;
- encouraging and promoting pupil independence;
- liaising with teachers, SENDCO and outside agencies, giving feedback and suggesting development;
- helping to prepare resources and adapting materials;
- gathering the views of the pupil;
- attending planning and review meetings as appropriate;

- facilitating positive communication between home and school.
- Teaching Assistants working as 1:1s with pupil's who have an EHCP will support the class teacher by completing the above points linked to the pupil's EHCP.

SEND Governor

Karen Elliott is the governor with specific oversight of the school's arrangements for SEND.

The governing bodies of maintained schools and academies **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the **Special Educational Needs and Disability Regulations 2014**

Outside Agencies

- assist the school when necessary and can be called on for support and advice. (See Appendix for Support Agencies.) Involvement of outside agencies is through the SENCO and Headteacher.

Inclusion of pupils with English as an additional language (EAL)

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through high quality first teaching and, where appropriate, intervention teaching.

The following provision can also be expected:

- An initial assessment of English as an additional language using the 'EAL assessment framework' to record stage of language acquisition
- The school will seek support from outside agencies, such as EMTET, as necessary
- If language is a barrier to the pupil's learning, an EAL support plan will be put in place to target specific areas of difficulty

Partnership Within and Beyond School

Support Services

The school uses expertise provided by other professionals. These include an Educational Psychologist (EP), Speech and Language Therapist (SALT), Specialist Teaching Team (STT), Working Together Team Lincolnshire Autism, Social Communication and SEND Outreach Service (WTT), Occupational and

Physiotherapy support. Other services are available to support children with sensory impairments. (see appendix)

Parental Involvement

It is the school's policy to work closely with parents and encourage an active partnership. All staff have regular communication with parents, with parents always being consulted before outside agencies are involved. Staff are aware that:

"Parents know their children the best and it is important that all practitioners listen and understand when parents express concerns about their child's development." Special Education Needs Code of Practice: 0 to 25 (COP DfE 2015 Section, Page 79, Section 5.5)

Within School and Cross Phase Liaison

The Foundation Stage Teachers are in regular contact with staff at local pre-school settings and any children with special needs and/or disabilities are monitored carefully and information shared. Consultation between the SENDCO and staff takes place during the Summer Term to ensure a smooth transition into school.

The Headteacher and SENDCO share responsibility for ensuring that all staff are aware of children with special needs and /or disabilities. Where a whole school strategy is in place for a child, all staff are made aware of their role.

As children move from class to class it is the SENDCO's and class teacher's responsibility to inform the next teacher of any children with special educational or medical needs and to ensure that all documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving. At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. All relevant records will transfer with the child. In addition to the usual transfer arrangements, we ensure that the SENDCO from the secondary school is invited to the annual reviews of children with an Education Health Care Plan (EHC) in Year 6.

Complaints

Should there be a query or complaint about SEN and/or D provision for an individual child it should be discussed first with the class teacher and/ or the SENDCO, then please follow the procedures set out in the Complaints Policy. The school will provide information about the Information, Advice and Support Service (IASS) previously known as the Parent Partnership Service to all parents of children with special educational needs. Parents may then contact the IASS for independent support and advice.

This policy should be read in conjunction with our SEND Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEND Policy will be reviewed every two years, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information regulations will be updated annually as required by current legislation.

To be reviewed: Spring Term

Appendix 1

Scamblesby CE Primary School



Identification and Support flowchart for children with SEND

Concern identified and information collected by:

- Class Teacher
- Parents/Family
- Health/External Professionals
- School Data Analysis

Parents informed of concerns at parent meetings

Lower level of concern

Class teacher plans support and differentiation through quality first teaching

Progress Reviewed

On track, no further concern

Support and differentiation to continue

On track, no further concern

Continued concern – class teacher plans support and differentiation through Provision Map (following assess/plan/do/review cycle) and discussion with SENCO

Higher level of concern

SENCO involved and meeting arranged
Discussion with teachers, parents and child (if relevant)
Type of need and support identified and recorded on IEP or Pupil Profile
Child added to SEND Register

Individual Education Plans

In School Assessment

Cycle of Assess, Plan Do and Review

Review of targets and plan next cycle

Additional and different support in place

On track, - lower level of concern. Progress monitored through Provision Mapping.

Parents agree to request for involvement of additional professionals and are informed of the outcome

Review identifies external advice needed
Support requested from outside agencies for advice and assessment

Parents involved in application to Local Authority

If additional and different support exceeds the funding delegated to the school budget for SEN an application for an Education and Healthcare Needs Assessment will be requested from the LA

Request refused

Request accepted LA assessment process

EHCP

SENCO
Mrs Claire Sandiford

At Scamblesby CE Primary School, children who fit into **one or more of the Areas of SEND** would be placed onto the SEND register:

- For **‘Cognition and Learning’**, a child who is working **‘significantly below peers starting at the same baseline’** in one or more areas
- A child receiving **‘additional to, different from’** outside of quality first differentiated teaching, such as an Intervention Group or a specific programme/course of learning. This teaching would be **outside of usual** classroom practice.
- A child where an **external specialist** is involved in their education, e.g. Specialist Teacher, Educational Psychologist, Community Paediatrician, Speech and Language Therapist and Sensory Impaired Specialist. An assessment by the Special Educational Needs and Disability Service (Specialist Teaching Team (STT)) does not automatically mean an entry onto the SEND register.
- A child with an **official clinical diagnosis with recommendation for intervention** in the areas of **‘Cognition and Learning’** (e.g. Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia), **‘Communication and Interaction’** (e.g. Speech and Language, ASD and Asperger’s Syndrome) and **‘Sensory and/or Physical Needs’** (e.g. a physical disability, Hearing Impairment or Visual Impairment).
- For **‘Social, Emotion and Mental Health Difficulties’**, this can include children who have challenging behaviours, are withdrawn, have anxiety, depression, are self-harming or mis-using substances, have an eating disorder or physical symptoms that are medically unexplained. These children may require the specialist support from our ELSA trained TA or involvement of outside agencies such as Healthy Minds, CAMHS

Early Years Identification

In the Early Years Foundation Stage we adhere to the Special Education Needs requirements as outlined in Section 3.67 of the Statutory Framework for the Early Years Foundation Stage 2014.

Appendix 2: Broad Areas of Need:

1. Communication and Interaction “Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.” (COP DfE 2015 Page 97 Sections 6.28 and 6.29)

2. Cognition and Learning “Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (COP DfE 2015 Page 97 and 98 Sections 6.30 and 6.31)

3. Social, Emotional and Mental Health Difficulties “Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (COP DfE 2015 Page 98 Sections 6.32)

4. Sensory and/ or Physical Needs “Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. “Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” (COP DfE 2015 Page 98 Sections 6.34 and 6.35)

Appendix 3

Directory of Outside Agencies and Parent Support	
Scamblesby CE Primary School SEND Information Report https://www.scamblesby.lincs.sch.uk/key_information/send/send.html	Family Services – Lincolnshire https://www.lincolnshire.gov.uk/childcare-family-support/find-family-services Guide to services and information on local organisations for parents practitioners, children and young people. Find out about services in your local area
Lincolnshire Local Offer Website that shares information, services and events for children and young people with special educational needs or disabilities (SEND) and their families. https://www.lincolnshire.gov.uk/send-local-offer?categoryId=20159	Special Educational Needs and Disabilities Team – East Lindsey 01522 553332 Email: EAL_SendLocality@lincolnshire.gov.uk
Information, Advice and Support Services Network (IASS) - Council for Disabled Children https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network	Liaise (SEND Information, Advice and Support in Lincolnshire) Email: liaise@lincolnshire.gov.uk .
Lincolnshire Parent Carer Forum - Parent Support Group http://www.lincspcf.org.uk/	Early Support Care Co-ordination (ESCO) https://www.lincolnshire.gov.uk/childrens-social-care/early-support-care-coordination
Lincolnshire Young Carers Partnership https://www.lincolnshire.gov.uk/support-carers/young-carers	CASY - Counselling and Support for Young People http://www.casy.org.uk/
Emotional Wellbeing and Mental Health https://www.lincolnshire.gov.uk/wellbeing-advice/emotional-wellbeing-mental-health	Healthy Minds Lincolnshire https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire
Child and Adolescent Mental Health Service (CAHMS) https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/child-and-adolescent-mental-health-service-camhs	Here 4 You Line Wellbeing and Mental Health help advice and/or self-referrals https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/self-referral

Community Paediatric Department, Lincoln County Hospital https://www.ulh.nhs.uk/services/community-paediatrics/	Working Together Team - Lincolnshire Autism, Social Communication and SEND Outreach Service https://www.wtt.org.uk/
Specialist Teaching Team (STT), Email: STTenquiries@lincolnshire.gov.uk	Children's Therapy Services – Speech and Language, Occupational Therapy, Physiotherapy. Lincolnshire Community Health Services NHS Trust https://www.lincolnshirechildrenstherapyservices.nhs.uk/
Sensory Education and Support Team (SEST), https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team	ECLIPS (Extended Communication and Language Impairment Provision for Students) https://www.lincolnshire.gov.uk/directory-record/63813/specialist-speech-and-language-training
Lincolnshire Behaviour Outreach Support Service (BOSS) https://family-action.org.uk/services/lincolnshire-behaviour-outreach-support-service-boss/	EMTET – Ethnic Minority and Traveller Education Team https://www.lincolnshire.gov.uk/school-pupil-support/ethnic-minority-traveller-education
Louth Children's Centre https://www.lincolnshire.gov.uk/directory-record/62614/louth-children-s-centre	Horncastle Children's Centre https://www.lincolnshire.gov.uk/directory-record/62604/horncastle-children-s-centre