

November 2018

Cranwell Primary School
SEND Information Report



As part of the Special Educational Needs and Disability (SEND) Reforms(2014) we are required to make available our SEND Information Report to families, which details how we support children and young people with a Special Educational Need and/or Disability. Please read this alongside the following policies, which can also be found on our website :

- SEN Policy
- SEN and Disabled Access Policy
- Equality Policy
- Inclusion Policy
- Safeguarding Policy
- Supporting Children with Medical Needs Policy
- Behaviour Policy

Further information regarding SEND may be accessed by reading;

[The Special Educational Needs and Disability Code of Practice 0-25yrs \(Updated May 2015\)](#)

[Children and Families Act 2014](#)

[The Equality Act 2010 \(updated June 2015\)](#)

Special Educational Needs (SEN)

As is stated in the Code of Practice, SEN may be defined as the following:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significant greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Disabled children and young people

Many children and young people who have SEN 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.'

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The 2015 Code of Practice identifies four broad areas of special educational needs.

These are:

- Communication and interaction difficulties
- Cognition and learning difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to Social, Emotional and Mental health difficulties (e.g. anxiety)
- Sensory and/or physical difficulties

The following questions and answers explain how the school will be supporting your child.

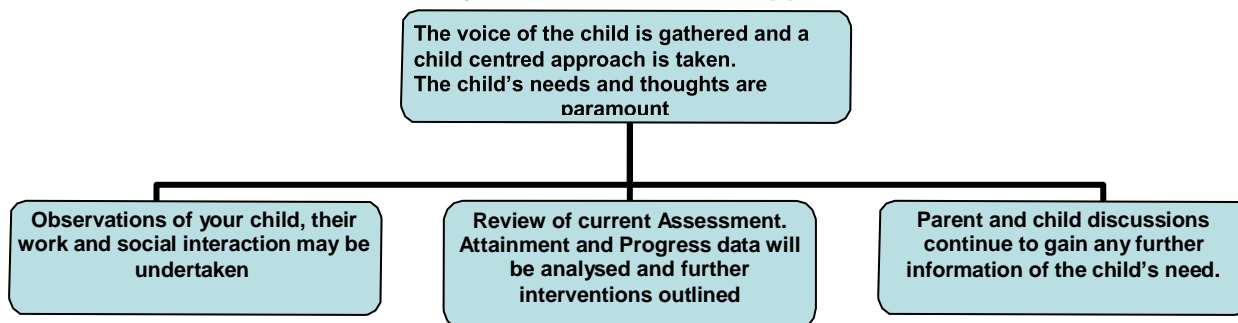
1. What should I do if I think my child has special educational needs (SEN)?

- If you have concerns regarding your child's progress academically or socially, or you feel there has been a problem of some kind for a while, please contact your child's class teacher in the first instance
- This will give you the opportunity to discuss any concerns. Your child may be invited to this meeting if it is felt appropriate

2. How will school respond to my concern?

- Further observations and additional assessments will be undertaken with your child
- You may be asked to discuss the issue with the School's Special Educational Needs Coordinator (SENCO)
- Your child's thoughts will also be taken into consideration at this point. They will have a chance to ask any questions regarding support and interventions
- It is very important that parents, the child and the school work closely together, ensuring a 'child centred' focus
- A plan of action will be mutually decided
- Further observations, assessments may be needed, and a decision will then be made to distinguish if your child may have Special Educational Needs or in fact if your child is underachieving

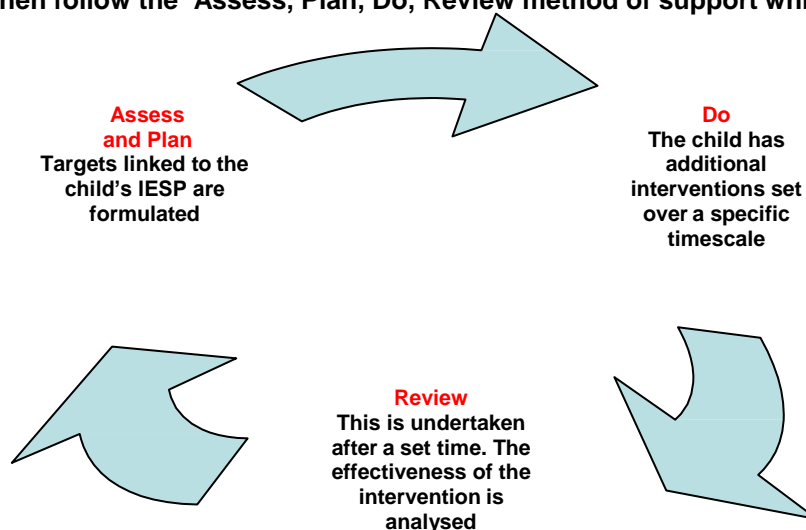
3. How will the school decide if my child needs extra support ?



If relevant , the Senco may ask other external agencies to observe or work with the child, gaining further expert advice.

4. What will school do to support my child ?

- A Provision map is implemented by the SENCO and Assessment Co-ordinator to monitor the child's intervention. An Individual Education Support Plan (IESP) may be initiated, appropriate to each individual need. This IESP will include targets and support linked to the 4 broad areas of Special Educational Need identified in the 2015 Code of Practice (as explained above)
- The school then follow the Assess, Plan, Do, Review method of support which is explained below:



Assess and Plan

- Assessments are undertaken to find the starting point of an intervention. This may involve formal and informal assessments
- Specific, measurable, attainable, realistic and time bound (SMART) targets are planned for the child. This is done as a result of all further assessments and observations undertaken. These targets are the basis of the Individual Education Support Plan (IESP)
- It is a child centred process, involving the individual, parents and key staff

DO

- The Individual Education Support Plan (IESP) is formed and has relevant information outlined on it. It includes the name of the intervention, its frequency and who is responsible for carrying out the intervention
- The targets/interventions on the IESP are carried out over a set period
- These targets may include small group work, or 1:1 support
- The interventions may be carried out with the Teacher, Teaching Assistant (TA), Special Educational Needs Teaching Assistant (SENTA), Special Educational Needs Coordinator (SENCO) or a Parent Helper

Review

- Targets on the IESP are reviewed after a set period. These are currently assessed at least once per term, however they can be reviewed and amended earlier if appropriate
- The effectiveness of the intervention is reviewed and progress and attainment measured
- The intervention may be adjusted accordingly at any time
- Progress and outcomes are investigated and shared with the pupil, parents and staff
- Parents and pupils are asked to attend review meetings 3 times a year

The schools main aim is to improve outcomes for all children with Special Educational Needs & Disabilities (SEND). We have high aspirations and expectations for all!

5. Who will support my child in school?

WHO?	HOW ? They...
Class Teacher	<ul style="list-style-type: none"> ... Provide quality 1st teaching, ensuring differentiation for all children ... Use relevant resources to support each individual needUse different styles of teaching dependent upon your child's learning style
Teaching Assistants	<ul style="list-style-type: none"> ... are highly trained. ... are guided by the Class Teacher or Senco ... are utilised by supporting groups or individuals accordingly ... deliver and assess interventions and progress
Special Educational Needs Co-ordinator SENCO (Nicky Olsen)	<ul style="list-style-type: none"> ... co-ordinate and assesses provision set for each pupil with additional needs ... review the IESP alongside teaching staff, you and your child ... update and change the provision map accordingly ... monitor the efficacy of set interventions ... work with the child and parents and lead the review process ... work with external agencies that may be involved with your child ... give parental support / advice according to need ... monitor emotional and pastoral need ... undertake further referrals acquiring relevant support according to need
Special Educational Needs Teaching Assistant SENTA (Sue Bowes)	<ul style="list-style-type: none">deliver a range of interventions linked to reading, writing, numeracy and social communication. Eg Beat Dyslexia, Wordwasp, Power of 2 etc ... support the transition process to Secondary School ... give parental support / advice according to need ... deliver emotional and/or pastoral support ... carry out specific assessments to gain further evidence of need ... undertake any other assessment or intervention outlined by the SENCO
1:1 Learning Support Assistants	<ul style="list-style-type: none">support individuals with complex needs, giving 1:1 support at specific times during the day, ensuring participation in active learning – promoting independence as far as possible ... support in class or breaktimes / lunch periods as required ... lead specific interventions led by the Teacher or Senco ... administer precision teaching
Midday supervisors	<ul style="list-style-type: none"> ... are aware of each child's additional needs ... implement 'positive play' and 'emotional coaching techniques' as required
SEND Governor	<ul style="list-style-type: none"> ... work closely with the Senco ... oversee the provision for SEND in the school setting
Parent Helpers	<ul style="list-style-type: none"> ... work closely under direction from the class teacher

6. What training and experience do staff have for the additional support of my child's needs?

Training includes:

Head Teacher	Child Protection / Safeguarding
Deputy Head	Child Protection / Safeguarding / Assessment Co-ordinator
Assistant Head	Child Protection / Safeguarding
SENCO	Child Protection /Safeguarding National SENCo Award / Postgraduate certificate at Masters level 'Smiles' Programme Training/ CAMHS intervention supporting self-esteem and anxiety Designated Teacher for Looked after children Training, linked to SEND reforms /Training linked to 'Emotional Coaching' Early Help Support Training/ Lead Professional for the Team Around the Child (TAC) process Medical training for certain medical conditions
SENTA	Child Protection/ Safeguarding 'Smiles' programme /CAMHS intervention training Training linked to 'Talk time' / S&L support Links with 'Specialist Teaching Team' recommendations Structured 1:1 support/ small group work for specific interventions, eg, Beat Dyslexia, Wordwasp, Power of 2, Smiles and Sensory Circuits Transition support to Secondary School

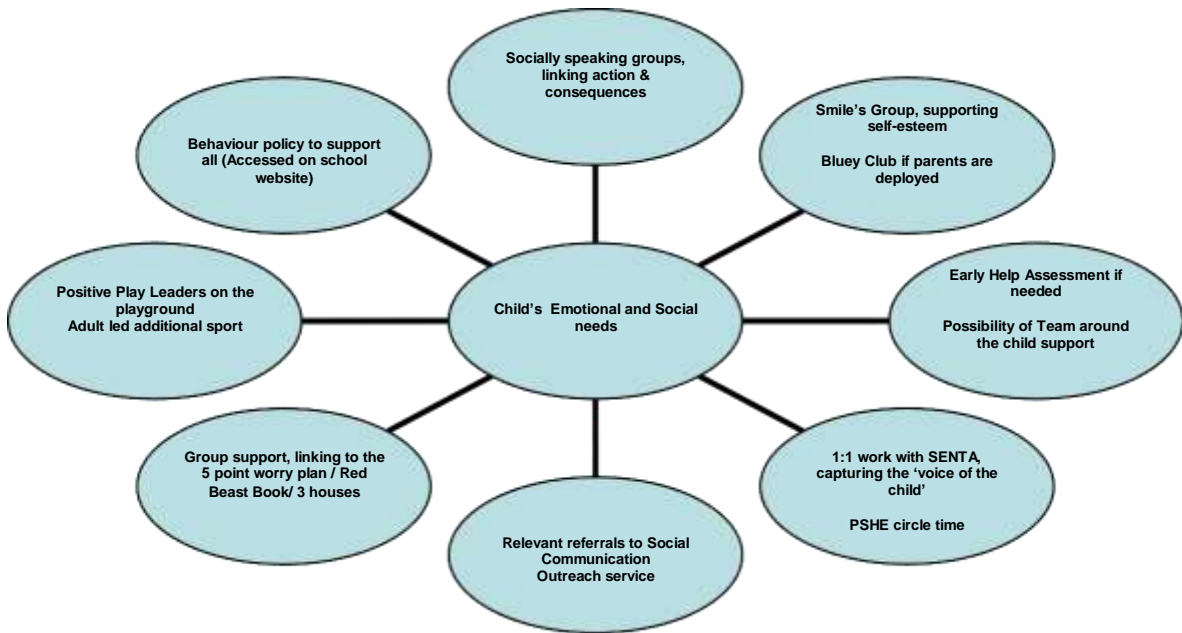
Teachers/ Teaching Assistants	Child Protection/ Safeguarding Supporting pupils emotionally and pastorally, alongside academic goals Buccolam and Epilepsy Annual Staff Training First Aid training/ Epi-pen training Sensory impairment intervention training Training to support pupils with Autism Workshops- using and writing social stories Workshops- implementing visual structure Dyslexia Training undertaken by Outreach team /Team Teach training 1:1 and small group work relating to specific needs Makaton training / emotional coaching training
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7. Who else might be involved in supporting my child?

These services may be asked to work with the school, you and your child. You will be informed of this support .

Services	Support
Lincolnshire County Council (LCC) SEN Services Group	If application towards an Educational, Health Care Plan is needed, a key worker could work with you and your child Lincolnshire County Council Local Offer
Hospital Paediatric Department	If referral is deemed necessary and is accepted, the Paediatric team offer advice and support where necessary to support medical needs
Speech and Language therapists	Implementing and delivering Speech and Language interventions This may include observations in class or further testing
Children and Young Peoples Nurses	Height and weight checks at relevant ages Advice and support for continence, enuresis Managing long term health conditions Training on anaphylaxis
Sensory Impaired Services (SIS)	To observe your child in class and to advise on further interventions needed to support your child
Lincolnshire Behaviour Outreach Support Service (BOSS)	Their aim is to support schools in a variety of ways to enable them to more effectively support their pupils, that display behaviour that challenges, with a view to delivering an inclusive approach to learning
Parent Support Worker (Senco)	Further information given to support a range of needs in the home Contact the School Office for further information
CAMHS	If referral is undertaken and accepted, CAMHS may become involved offering support and advice linked to Social, Emotional and Mental Health
Specialist Teaching Team (STT)	Observations and additional testing is undertaken, when required -this may include specific dyslexia support Provide staff with teacher training Further testing linked to 'access' arrangements as normal classroom practice and for SATS
Dyslexia Outreach	Provide staff training Help target setting for IESPs Hold parent workshops
LCC / Grief and loss	Counselling service if referral is accepted Confidential support service between councilor and pupil
Social Communication Outreach Service, including Autism (Working Together Team)	Class room observations& help target setting for the pupil via the IESPs Work with pupils, parents within the school setting, supporting your child's needs WTT provide staff training
ICT Outreach Team	Support classroom strategies
Physiotherapy team	Support children's additional needs Work to give advice and specific programmes for teaching staff to follow
Children's Educational Advice Service (CEAS)	Support pupil's and parents, whom are currently serving in the Armed Forces CEAS
Early Help Team	Called upon to support needs for the child and family 'Team around the child' (TAC) support undertaken if necessary, which entails further analysis and further support systems being in place for you and your child
Educational Psychologist	Observations and Assessments for learning Support with target setting for IESP Training and advice on a wide range of areas
Education Welfare Services	Advise on pupil attendance
Physical Disabilities Outreach	Advise and share knowledge of adapted resources for pupils with physical disabilities
Early Support Care Co-ordination (ESCO)	Work with children and families , providing timely support and care co-ordination that places families at the heart of decision making about their child

7. What support will there be for my child's Emotional and Social well being?

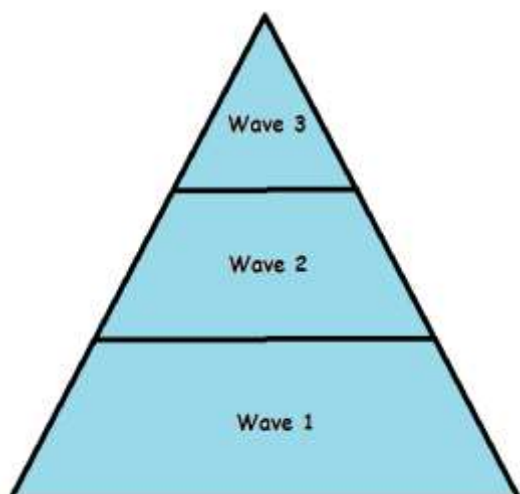


8. How will my child be involved in the process?

A child centred approach is vital and your child will be able to be involved throughout the process including opportunity to:

- Discuss their IESPs with their teachers and support staff, as well as regularly reviewing them
- Share these views at the parent review meetings
- Be able to celebrate their successes regularly with key staff
- If necessary, have 1:1 support with the SENTA
- Analyse the support strategies already in place for them and aid analysis of their future targets
- Be involved in 1:1 support or small group work in or outside the classroom depending on need
- Have their comments recorded through assertive mentoring or IESP review meetings
- Always know what they need to do and how they are going to get there
- Celebrate their successes

9. How will the Curriculum be matched to my child's needs?



WAVE 1 / Differentiated First quality teaching

All pupils have wave 1 teaching. This is first quality differentiated teaching in the classroom. Within wave 1 teaching, some children may have 1:1 adult support or small group work to support their learning.

The curriculum is cross curricular and includes many different aspects of learning, including visual, auditory and kinaesthetic styles of learning
Visual learning (see it) may include the use of mind maps, visual literacy, colour coding, use of post it notes, timelines, drawing and the use of visual cues, use of video clips and vocabulary grids

Auditory learning (hear it, say it) may include the use of discussions, question answer sessions, use of Dictaphones and listening to texts being read and role play, use of seating, paired reading and discussion partners

Kinaesthetic (do it) learning may include working with multisensory equipment, note taking, constructing models, physical movement and the use of props. Furthermore, it is using concrete apparatus and practical activities seen during 'Safety Day' and 'Experiences Day,' when children get the chance to try new skills.

In addition to writing, modes of recording may include; use of ICT, use of Dictaphone and use of smart tablets

Wave 2 / Interventions

These interventions are usually led in small groups, targeted for specific needs. These are usually literacy or numeracy based. These pupils usually present with 'gaps' in their learning and benefit from these extra sessions.

These interventions may include;

Early Literacy Support (ELS) for children in Yr 1 who are working below age range expectations.

Phonic support / Yrs 1&2

Yr3 – intervention / Quest programme / writing and reading support

Year 4 Additional Literacy Support ALS

Further Literacy Support (FLS) for children in Yr 5 who require a 'catch up programme' reading/writing

Further programmes linked to personalised learning and adapted accordingly

Numeracy – Springboard for Yrs 3,4,5 & 6 covering key areas in Maths covering aspects of mathematics that a target group of children appear to find difficult

Wave 3 Specific Support for SEND

These are additional highly personalised interventions. They follow the ASSESS, PLAN, DO, REVIEW process. These interventions are usually carried out by Teaching Assistants or the Special Educational Needs Teaching Assistant. The interventions are time limited and have specific SMART targets, each child having this support having an Individual Education Support Plan, (IESP) that is assessed 3 times a year. These targets run alongside class 'Assertive Mentoring' objectives.

These IESPs may include some of the following interventions, depending on need:

Literacy	Numeracy	Social / Emotional
Clicker 5	Personalised numeracy programme	Talk time Socially speaking
Beat dyslexia	Power of 1	Smiles programme
Toe by toe	Power of 2	Social scripts/stories
Hornet	Precision teaching	Sensory area
Wordwasp	Dyscalculia programme	Redbeast – work related to this book 5
Precision teaching	Use of numicon	point worry plan
Vocabulary grids	Auditory/ visual ICT games	Actions/ consequences programme
Word finding interventions	Number shark	Counselling
Wordshark	Paired maths	Completing 'signs of safety'/ 3 houses, as and when needed
Stile Literacy programme		Use of Emotional coaching
Wellington Square		

Further programmes are carried out depending on the outcome of external agency recommendations and are linked into the provision map accordingly.

10. What opportunities will there be for me to discuss my child's achievement? How will I know how my child is progressing?

- You will have the opportunity to discuss your child's achievements during 'Assertive Mentoring' parent/teacher meetings held in school throughout the academic year. These give the opportunity to discuss how your child is progressing
- If your child has an Individual Education Support Plan for Special Educational Needs, then you will have the opportunity to meet the Senco to analyse these targets. These meetings will allow the child, yourselves, class teachers and the Senco to consider the next steps in your child's progression. (Assess, plan, do, review)
- If external agencies are supporting your child, they may make appointments with you to discuss their progress
- The school operates an open-door policy. You may make an appointment to discuss your child's achievement at any time throughout the year. If you would like an appointment with the Class Teacher or Senco, please contact the School Office

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

- By analysing 'Assertive Mentoring Targets' and observing progress made
- By having regular meetings with the pupil in regard to these targets. This gives the opportunity to celebrate success as well as being able to analyse any concerns that your child or the teacher may have
- Areas of development linked to learning objectives monitored through 'Tapestry' for children working in the Foundation phase
- Assessment for Learning- Individuals to focus on their learning, in class, commenting on others work as well as their own
- Regular meetings held, involving the Assessment Co-ordinators and the Senco, analysing interventions and progress each child has made in accordance with their starting point
- Assessment using optional SATS may be undertaken during the year. Key Stage 1 and 2 have their attainment and progress measured against National Curriculum expectations
- By assessing and discussing Individual Educational Support Plans with the child and parent three times a year
- By using PIVATS for pupils that are making small steps of progress. This is an assessment of learning, performance monitoring and effective target setting for pupils well below expectations for their age
- It is developing its use of the 'progression framework' to monitor progress for pupils with social communication difficulties
- By observing results of specific additional tests that are undertaken with some pupils who have Special Education Needs, examples include Wrat 4, Lucid and Schannel. Further analysing of the results of tests may be undertaken by external agencies, who may provide appropriate advice.
- Progress against their personalised targets with the Individual Education Support Plan.
- Pupil progress meetings are undertaken between staff during transitions to the next year group or if they are concerned about a child's progress

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

- The school has an inclusive ethos promoting that all pupils have equal opportunity to succeed. This includes being able to access school trips and residential holidays wherever possible
- Reasonable adjustments are made for individual needs and further risk assessments are formed to make sure of safety and inclusion. Meetings are arranged with parents when residential visits are undertaken if further specific complex needs are an area of concern. Further 1:1 support can be accessed if required and behaviour plans can be adapted accordingly

- All pupils can access the after school clubs and they are differentiated according to need

13. How accessible is the school environment?

The school aims to be inclusive.

- Our school building is on one level, so there is good physical access to all classrooms
- There is a disabled toilet that includes a 'changing bed'
- Playgrounds are accessible directly from the classrooms
- The school is continually monitored to ensure any difficulties are identified and action taken to resolve them.
- For more details, please see the SEN and Disabled Access Policy

14. How will the school prepare and support my child to join the school?

(Please refer to the School Admission Policy for pupils with SEN or disabilities.)

- The school has a close relationships with the local nurseries and pre-school establishments and this aims to ensure a smooth, supportive transition. Local feeder nurseries include: [KidZone](#) and [Romper Room](#)
- At an early stage, discussions between the School and pre-school establishments take place and strategies to support your child will be analysed. This ensures continuity of current practise
- Teachers and teaching assistants may have the opportunity to visit these settings if your child has additional needs. This provides key staff the opportunity to discuss relevant information and to meet children and parents if applicable
- Before attending school, children entering the Foundation Stage in September, will have a 'home visit' from a member of our Foundation Team during the previous summer term. This will enable your child to become familiar with key staff. This will give you the chance to ask any questions in relation to your child's transition
- Your child will have the opportunity to visit the 'Foundation Stage' before entering. This includes the 'Rising Fives' afternoon, which takes place in the Summer Term, making sure that the children get to know the Foundation Area and their classrooms
- If your child has specific complex needs, you will have the opportunity to meet the SENCO before your child is due to start and meetings will be arranged to discuss support strategies in detail. If external agencies support your child's additional needs, this information will be shared with key staff as soon as possible and interventions will be monitored accordingly
- If you have moved into Lincolnshire from another County please contact the School Office in the first instance and ask for a meeting with the SENCO. Communication is key and you are invited at this stage to discuss your child's additional needs
- Transition is important to all children and happens at different periods throughout your child's schooling. If you move into the area and would like further information, please contact the School Office

15. How will school prepare and support my child to transfer to Secondary School?

- Staff have close relationships with the local Secondary Schools and this aids to clear, supportive transition to Year 7
- During Year 5 the children have the opportunity to visit the local Secondary schools. From this point they become familiar with the services these schools have to offer

Transition to Year 7 is extremely important and to aid this process, the following strategies support pupils further:

- Transition groups are formed for those with Special Educational Needs. These groups discuss the transition in more detail and focus weekly on different aspects of their new school. These aspects may include travelling on the bus, eating in the canteen, looking at time tables, finding classrooms, etc.
- Passports are created with some pupils to take to Secondary School. These passports share successes of the pupil and give them a chance to make others aware of their strengths. It is also a tool to use during transition, highlighting any concerns that the pupil may have
- Staff from the Secondary Schools come and talk to pupils who are attending the school, preparing them for the structure of the new school day
- SENCO meetings between Cranwell Primary School and respective Secondary Schools, ensure that the new school have all relevant information relating to your child's additional needs. Paperwork is shared and explored and previous support strategies and interventions are discussed
- If applicable, early Annual Review meetings are to be held, ensuring that all objectives related to a child's Statement of Educational Needs or Education Health Care Plan are still current and relevant
- Pupils with SEN attend extra sessions at the Secondary School, ensuring that all pupils are happy with future expectations
- External agency support may be called upon to aid with transition if appropriate

16. How will I be involved in supporting my child ?

Parents/Carers are key to helping their children develop academically and socially The school supports this by:

- Sharing a class letter at the beginning of term, outlining key topic areas that are to be completed during each term
- Conducting Assertive Mentoring appointments and Individual Educational Support Plan reviews, allowing information to be shared between home and school. Parent/ carers views are vital at these meetings. The sharing of targets also encourages the optimal likelihood to succeed. Talents and successes should be shared at these meetings
- The Sharing of appropriate curriculum ICT games, useful websites and apps to help develop spelling, numeracy, literacy and memory
- Literacy Coordinators may share reading strategies and VCOP criteria. This allows all stakeholders to be aware of strategies used in school to enhance skills
- Signing Home School Agreements with the child, acknowledges the conduct and high aspirations for all
- Parents with DBS accreditation are encouraged to come into class and listen to readers or aid with small group work . They may be requested to attend school trips
- Children are encouraged to share successes in specific assemblies
- Attending e-safety training in the Autumn Term
- If appropriate, attending meetings with external agencies who may also share further interventions that may be beneficial to your child's needs

17. How can I access support for myself and my family ?

Organisation	Telephone	Web address
Cranwell Primary School	01400 659001	www.cranwell.lincs.sch.uk Access to relevant policies including the SEND Information report
Lincolnshire County Council Local Offer	Family Information services 0800 1951635	www.lincolnshire.gov.uk/sendlocaloffer http://search3.openobjects.com/kb5/lincs/fsd/home . page
ESCO Early Support Care Co-ordination	01522 552389	esco@lincolnshire.gov.uk
Lincolnshire Parent Carer Forum	07925 232 466	admin@lincspcf.org.uk
LIASE- SEND Information, advice and support service in Lincolnshire	contact via Family Information Service/ 0800 195 1635	Liaise
Local Children's Centres	01529 306888 (Sleaford)	Lincolnshire Children's Centres
Safeguarding	01522 782111	If you think a child might be a victim of abuse or neglect contact children's services on 01522 782111
Lincolnshire's Safeguarding Childrens board - including: social care e safety	01522 782111- if you are concerned about a child	https://www.lincolnshire.gov.uk/lscb/parents/ please follow related links for further information
National Society for the Prevention of Cruelty to Children (NSPCC)	0808 800 5000- main helpline	Help at NSPCC

Safeguarding- concerns linked to Female Genital Mutilation	01522 782111- if you are concerned about a child NSPCC 0800 0283550- helpline	https://www.lincolnshire.gov.uk/lscb/parents/ NSPCC - fmghelp@nspcc.org.uk Please phone the police in the first instance if a child discloses that fmg has taken place
Domestic Abuse – ‘together we can stop it in Lincolnshire’	North Kesteven/ South Kesteven 01427 616219/ 01522 510041	https://www.lincolnshire.gov.uk/domestic-abuse/ then enter Domestic abuse
Early help and Team around the child (TAC)	Lead Professional /Senco at Cranwell Primary School 01400 659001	https://www.lincolnshire.gov.uk/lscb/parents/early-help-and-team-around-the-child/124635.article Please then search Early Help or TAC, as required
Lincoln ADHD Support group	01522 539939 07940290365	http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=tWgKsNPH1Vk&familychannel=1500
Contact a Family- A UK based registered charity – offering support and advice for families with a child with a disability	020 7608 8700	https://contact.org.uk/
Gingerbread Single Parent Helpline	0808 802 0925	www.gingerbread.org.uk

Family Fund- if you are raising a disabled or seriously ill child , you may be eligible for a grant from the Family Fund	01904 550055	https://www.familyfund.org.uk/
Short breaks information (LCC) Lincolnshire Short Breaks Services Statement 2018-19	01522 553536	https://www.lincolnshire.gov.uk/parents/disability/short-breaks-services-statement/107114.article
Home-Start Lincolnshire - support for parents with children under 5	01507 308030	http://www.homestartlincolnshire.co.uk/
Relate Lincolnshire Relationship counselling service	0845 166 4110	https://www.relate.org.uk/
The National Autistic Society Lincolnshire Autistic Society	0808 800 4104	www.autism.org.uk http://www.lincolnshireautisticsociety.org.uk/
Grantham Autistic Information Network (GAIN)	01476 855070	www.gain-grantham.co.uk
Lincolnshire and Lincoln disabled support clubs and social groups		http://www.ableize.com/Disabled-Groups-and-Clubs-by-County/Lincolnshire/
Attention Deficit Disorder Information and Support Service (ADDISS)	020 8952 2800	www.addiss.co.uk
Children's Education Advisory Service (CEAS)- supports operational effectiveness through the provision of support to service and eligible MOD civilian families	01980 618 244	https://www.gov.uk/childrens-education-advisory-service
SSAFA Lifelong support for our forces and their families	0800 731 4880	www.ssafa.org.uk
Lincolnshire Young Carers	01522 553275	https://www.lincolnshire.gov.uk/adult-care/carers/young-carers-and-young-adult-carers/lincolnshire-young-carers/129170.article
Carers First –provide a wide range of services to carers across the County	Carers First 0300 303 1555	www.carersfirst.org.uk
Linkage, Sensory Library Team		https://www.linkage.org.uk/sensory-library/
Healthy minds Lincolnshire- provides emotional well being support to children and young people	01522 309777	In the first instance speak to the Senco at school http://www.lpft.nhs.uk/our-services/specialist-services/healthy-minds-lincolnshire
Young minds – support for a child's behaviour, emotional wellbeing, or mental health condition	Help line 0808-802-5544	https://youngminds.org.uk/find-help/for-parents/parents-helpline/

18. Who can I contact for further information?

If you would like further information related to Cranwell Primary School's SEND Information Report please contact the School Office.



Telephone: Cranwell (01400) 261271 Fax: (01400) 262217

Email: enquiries@cranwell.lincs.sch.uk