



**Rotherham Doncaster
and South Humber**

NHS Foundation Trust



**Northern Lincolnshire
and Goole**

NHS Foundation Trust

SEND AND INCLUSION PLAN ANNUAL REPORT

2020/2021

**North
Lincolnshire
Council**

www.northlincs.gov.uk



**North Lincolnshire
Clinical Commissioning Group**

Foreword

Welcome to our Special Education Needs and Disabilities (SEND) Inclusion Plan Annual Report for 2020-2021.

This annual report provides an opportunity to summarise the work we have undertaken, our priorities for the future and an opportunity to celebrate our shared successes. This report also shows how well placed we were to be able to meet the challenges of Covid-19 and continue to enable children, young people and families to achieve good outcomes.

2021 culminated in an inspection by Ofsted and the Care Quality Commission (CQC) in December. Our whole system for supporting children and young people with SEND came under intense scrutiny and I am delighted to say that the feedback from Ofsted was overwhelmingly positive. The inspection outcome is an affirmative assessment of the high quality of North Lincolnshire’s services across the early years, education, health and social care.



Councillor Julie Reed
Cabinet Member for Children and Families



If you are a child, young person or young adult with SEN/D you are more likely to ...

- attend your local early years setting and school, one that is rated good or better by Ofsted
- attend a local special school if you need more support than a mainstream school can give
- enjoy good participation and attendance within learning
- have your say and influence how services that affect you are organised and be involved in discussions about how your needs are supported
- enjoy universal activities and groups with people of your own age outside of school hours
- live in your family network and be supported as part of your whole family
- be in education, employment or training
- receive the right support, at the right time, in the right place, from the right people
- experience high quality short breaks with outstanding overnight care
- have options for short breaks as a young adult including using direct payments to do activities you enjoy with people who are important to you
- have a well-planned and connected transition to support from adult services as needed
- have good quality care and support if needed as a young adult
- have options to move into your own home when you are ready

We are working hard so that children, young people and adults ...

- do not have to wait so long for an assessment for autism and other neurodiverse conditions and are well supported to understand what a diagnosis means for them and their family and what intervention, treatment and support options are available
- receive the right support and interventions from the point of referral, whilst awaiting any planned assessment
- feel listened to across the education, health and care system
- experience fewer suspensions/exclusions from a small number of schools
- can attend a brand new post-16 school that will help better prepare our young people for independence into adulthood
- can access activities outside of school hours regardless of their background, learning needs or ability to develop their resilience, life skills and wellbeing
- have choice and control to enable them to grow and flourish
- with more complex needs enter employment
- receive the right support at the right time through the triage referral process
- start talking about and preparing for adulthood earlier to achieve the best outcomes

You will see a workforce that ...

- is child and young person centred - ambitious, passionate and values driven
- learns together and seeks opportunities to increase knowledge and understanding through research and training
- works together across all service areas to create a one family approach that considers and addresses a range of needs
- has pride and commitment to achieve even better outcomes for vulnerable children and young people
- understands our communities and needs
- adapts and transforms
- is strengths based and solution focused
- works hard for children and young people
- seeks and acts on the views of children and young people

Our response to the Covid Pandemic

The operating environment during 2020-21 was affected by the Covid pandemic. Workforce resilience has been exceptional, with nearly all staff available for work throughout the pandemic (including early years setting, schools, education and health settings) with key workforces adapting quickly to new ways of working.

- In keeping with the One Family Approach, the ambition throughout the pandemic has been for children to be in their families, in their early years settings or schools and in their communities
- Schools and settings have strived to remain functioning and have done so admirably. In addition, health services led the response to address the issue of those children who required aerosol generating procedures to be undertaken throughout the school day.
- Priority was given to ensuring health and social care staff (including staff in special schools and children's disability services) were offered the vaccine to provide added protection for vulnerable children and young people.
- Bespoke outreach sessions were organised within the specialist school setting for those children and young people eligible for the Covid vaccine.
- Support for vulnerable children and young people, including those with SEND was sustained and developed. Education, Health and Care (EHC) Plans were reviewed ahead of the summer term, and daily tasking meetings ensured a line of sight to the most vulnerable and their access to in-school learning.
- Council specialist teachers for vision, hearing, physical disability, autism and social-emotional needs continued to keep in touch with children, young people and their families throughout the pandemic - liaising with schools and settings where needed to ensure that needs continued to be met whether learning was taking place at home or in school.



Our response to the Covid Pandemic

- The Cygnets continued to offer overnight short breaks for families of children with disabilities throughout the year and as conditions permitted.
- During the pandemic and the national lockdown restrictions children's continuing health care staff worked alongside Children's Disability Social Care and Short Breaks to ensure the continued support to children, young people and families at that time.
- Children's disability services continued to provide additional short break activities through a blended approach of remote on-line activity and individually where this was possible.
- Disability social workers continued to support families throughout the Covid challenge using innovative approaches to communication, alongside practical advice and support to families.
- Children's Community Nursing, including Special School Nursing and the Clinical Educator continued to provide input into Special Schools to ensure continued access to school for children with complex health needs.
- All children with complex and continuing health care needs continued to have access to their package of support and Care Education Treatment Reviews were used effectively to provide enhanced support in the community to prevent escalation to either a residential or Tier IV placement. Enhanced liaison, care planning and oversight was facilitated for children with complex health and social care needs through the use of weekly resource allocation meetings attended by health providers, Designated Clinical Officer, CCG Continuing Care and Children's Social Work.



Whilst steeped in managing the impact of the pandemic, transformation and developments within education, health and inclusion functions have continued:

- implementing a digital hub for EHC Plans to increase family engagement in the process and to speed up assessments
- reviewing and strengthening arrangements for Initial Teacher Training
- with stakeholders, including families, developing a new SEND and Inclusion Plan for 2021-24
- launching a further SEND capital competition for locality-based social, emotional, mental health provision at secondary age in Winterton and Scunthorpe and complementing that already established in Barton
- establishing a new 20 place provision for Key Stage 2 age children with social, emotional, mental health needs at Wyredale Road and enabling the relocation of Coritani Academy to high quality accommodation
- a reduction in alternative learning provision commissioned numbers supported the closure of our Key Stage 3/4 Pupil Referral Unit provision
- ensuring a sponsor was appointed by the DfE for our post-16 SEND Free School, for September 2023 opening
- a recently launched Inclusion Projects SEND capital allocation competition at secondary phase has also seen three further applications for funding to support reorganisation of existing accommodation to support young people with Social, Emotional and Mental Health needs
- launching a revised Neurodiversity Pathway
- remodelling and further developing the Child and Adolescent Mental Health Services (CAMHS) Learning Disability pathway
- reviewing the Designated Clinical Officer structure and agreed an enhanced model of delivery



In line with our **One Family Approach** of keeping children in their families, their schools and their communities our shared priorities for recovery and renewal were:

- Enabling the continued **safe operation** of schools, settings and services, and **supporting staff wellbeing**
- Supporting children and young people's mental health and wellbeing; **building resilience and confidence** through re-engagement and participation
- **Supporting families and communities** to recover from the experience and impact of Covid
- Addressing **complex safeguarding** and hidden harm
- Assessing **impact of differing learning and development experiences** - especially within the early years and for vulnerable children of all ages
- Creating opportunities for **learning and employment for older young people**, with a focus on those most at risk of becoming NEET (Not in Education, Employment of Training)

As a result of multifaceted support and the resumption of some activities which had been suspended or limited in their availability due to Covid-19, the period of recovery and renewal draws to a close. The focus for children's education and wellbeing in North Lincolnshire is now to prioritise educational excellence through driving inclusion, further strengthening leadership and challenging standards and performance.



Due to the outbreak of Covid-19 and cancellation of examinations in the summer term, the usual analysis concerning end of Key Stage attainment for 2020 and 2021 could not take place. Our **key performance highlights**, based on the most recent official published data available for each benchmark, are set out below.

Children and young people in North Lincolnshire ranked within the **top 25% of performance in the country** in the following measures

- Children with an EHC Plan achieving the expected levels in each of reading, writing and maths at the end of key stage 1 (2019)
- Progress made by children with an EHC Plan between key stages 1 and 2 in each of reading, writing and maths (2019)
- Average attainment 8 at Key Stage 4 for young people with an EHC Plan (2021)
- Overall absence and persistent absence rates in special schools (2019) and overall absence and persistent absence rates for children with an EHC Plan (2019)
- Suspension rate in special schools (2020)
- Permanent exclusion rate in special schools (2020)
- Permanent exclusion rate for young people with an EHC Plan (2020)
- Young people with an EHC Plan (at age 19) qualified to level 2 including English and maths (2020)

In addition, performance of our children and young people was **above the national average** in the following measures

- Children at SEND Support achieving a good level of development in the Early Years Foundation Stage (2019)
- Children at SEND Support and children with an EHC Plan achieving the expected standard in the year 1 phonics screening test (2019)
- Progress made by children at SEND Support between key stages 1 and 2 in writing (2019)
- Progress 8 score for young people at SEND Support at the end of key stage 4 (2021)
- English Baccalaureate average point score for young people with an EHC Plan at the end of key stage 4 (2021)
- Young people at SEND Support (at age 19) qualified to level 3 (2020)
- Proportion of 16-17 year olds with SEND in education and training at 31st December (2020)
- Proportion of young people with an EHC Plan going to, or remaining in, education, employment and training (2020)



We first met Joseph (not his real name) when his mum brought him to a family learning Arts & Crafts session during the Easter holidays in 2021. Due to his anxiety Joseph was initially reluctant to come into the session and join in. After a little gentle discussion about Joseph's interests and visually showing him the activities we were doing and giving him choices, we managed to persuade Joseph to join us in the session. After a couple of activities Joseph started to feel relaxed, was thoroughly engaged and very happy and chatty.

At the session we talked to mum about our offer to support children/families with anxiety including 'Supporting Your Child's Anxiety' parent workshop and our monthly family anxiety forum, which we felt might help support Joseph and his family. We also talked about other events and activities we have coming up that Joseph and mum could access to help him, such as the Let's Have Fun Together and Let's Cook Together family workshops. Mum attended the 'Supporting Your Child's Anxiety' workshop and has learnt some new strategies she can show/use with Joseph to support him on a daily basis.

Mum and Joseph have started to attend our monthly anxiety forum sessions and Joseph is learning new coping strategies, enjoying the anxiety busting arts and crafts and meeting other children with similar struggles.

Joseph and mum have attended several family workshops at Ashby Hub – Joseph really loves arts and crafts and is super creative. He is becoming more confident with the family learning staff he is familiar with but can still be quiet and nervous with new/ different staff. Where possible we try to keep some familiarity.

Joseph and his mum have now signed up to a 4 week family learning cooking course, so to help him settle in quickly the tutor popped into our last yoga session with Joseph to say hello. Joseph enjoyed giving the new tutor difficult yoga instructions, which he found hilarious. Hopefully this will help him ease into his new course starting in a few weeks.

We are hoping that mum will join our NCFE Level 2 Supporting Your Child's Mental Health' qualification this year, as this will help mum and his wider family to continue to find ways to support Joseph.

North Lincolnshire has embedded a partnership "Preparation for Adulthood Protocol 2021-23" and worked with the Parents Forum (PIP) to develop an easy read version.

We have

Supported young people to manage their own health as they move into adulthood.

Continued to develop opportunities for young people to participate in physical activity and make healthier lifestyle choices that will improve their long-term health and well-being.

Developed a learning disabilities 'health check register' of children and young people aged 14 and over with learning disabilities. All 19 GP practices have signed up to deliver the Learning Disabilities Annual Health Check.

Independent Lives

We have

Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism.

Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities.

Worked with schools, colleges, post-16 and independent providers to promote housing advice about specialist schemes and ensure independent living is explored during EHC Plan reviews.

Co-produced transport guidance with the Learning Disability Partnership and the Youth Council.

Ben (not his real name) has a diagnosis of Down Syndrome. He started at North Lindsey College in September 2021. His course is Employability and Life Skills and there is funding agreed for a second year. His ambition, after this, is to pursue the opportunity of a supported internship.

Ben was first referred to Preparation for Adulthood in 2017, he was 17 years old at the time of referral. Ben is engaged with the Learning Disability and Sensory Service.

Ben enjoys accessing sports-based activity. Fitness is very important to him and this forms part of his social circle. He is a member of two football teams; the DS Active Team (football team for players who have Downs Syndrome) and for the Special Olympics Disability League. Ben is keen on sports and has a timetable for a Personal Assistant (PA) to help him access a variety of sessions.

He is more able to follow instructions ensuring he carries out the exercises safely and to the best of his ability with very little support from his PA.

Ben has really developed his social skills and his confidence has improved dramatically. He is a popular member of the group with his cheeky nature and jovial personality. He enjoys interacting and socialising and having conversations with the other participants of all the sports he is involved in. His attention span has increased and now has a greater ability to listen to instruction. Ben is enjoying making friends of his own age and is supported by his PA to meet them for tea and at other times.

The college course is helping Ben develop key life skills for semi independent living which he wishes to consider in his future.



Thomas (not his real name) wanted to build his confidence so that he could look for work. Despite Thomas's confidence difficulties and additional needs, he has always wanted to work. He also wants to learn to drive. It was Thomas's dream to work for the gardening department at North Lincolnshire Council.

During the first lockdown, we (Supported Employment NLC Action Station) worked with Thomas on his driving theory test. Soon he told us that he liked growing things, so we sent him some onions seeds and plants to grow. He documented this with photographs and sent them to us to put on our group page.

In May 2020, we initiated meeting Thomas in the Memorial Gardens in West Street along with a small group of other young people, adhering to social distancing rules, He started litter picking. He is really good at this and he is thorough and enthusiastic. He loves finding objects that shouldn't be there. He worked well with the staff and this spurred him on to good attendance. His enthusiasm for the Memorial Gardens project grew, and he told us of his ideas to plant claret, white and blue coloured plants of the Lincolnshire Regiment.

In August, he came along to our Action Day at the Memorial Gardens, and he took an active part in improving the area for the residents, not just in a practical way but offering up ideas on preventing anti-social behaviour by planting Yucca and other attractive but uninviting plants. This brought him to the attention of the council Green Space Manager, who was working there alongside us. He was so impressed with his work ethic and attitude that he offered him a chance to ride alongside the North Lincolnshire Council gardeners in a voluntary capacity. A Support Worker accompanied him in November and December, and he progressed to garden work in other green space in North Lincolnshire. Once Thomas felt confident to attend on his own, he went along with the Green Space Manager to look at other areas of the town and he completed some bulb planting. The volunteering was going along well until lockdown in January 2021 when it had to cease, much to Thomas's disappointment.

The Green Space Manager was very interested in scoping Thomas some paid employment – a 'job carving' opportunity. Thomas now has a paid job that he loves - he began work at the North Lincolnshire Council Green Spaces department in September 2021.

During this period we have been busy developing new ways to support children and young people with SEND.

In partnership with the **DfE** and **Wellspring Trust** we are proud to be building a **new Free School** for students over the age of 16 who have:

- Severe learning disability
- Profound and multiple learning disability
- Speech and language communication needs
- Autism Spectrum Disorder
- Potentially challenging and complex behaviours

The new school will have a vocational focus and provide skills and employability opportunities for all its young people. Construction work started January 2022 and the school is anticipated to open September 2023.



We have continued to invest in **Inclusion Provision** to support young people with Social, Emotional and Mental Health (SEMH) needs.

Provision is now located at Baysgarth and Frederick Gough schools and further capital investment is planned for Winterton Community Academy, Sir John Nelthorpe School and Outwood Foxhills Academy.

Another two projects are at development stage for future investment. These projects have been funded from the **DfE High Needs Capital Grant**.

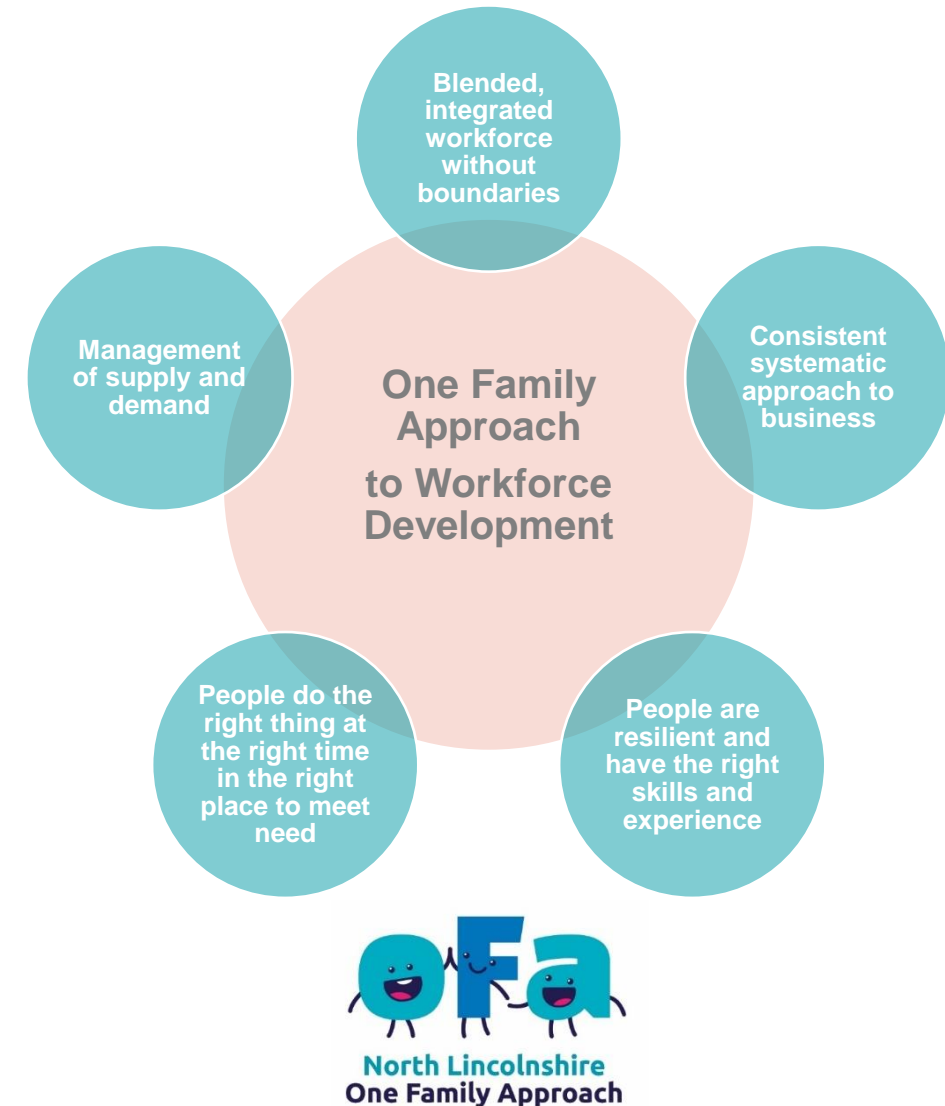
In partnership with Isle Education Trust, **Coritani Alternative Provision** was relocated from Henderson Avenue to Wyredale Road. The age range was changed to create provision for KS2 pupils. The photo above shows the former commercial kitchen transformed into a Science and Technology teaching space.

A key factor to ensuring improved outcomes for our SEND children and young people is that we have a workforce that is equipped with the appropriate skills, knowledge, experience and qualifications to meet the needs of our children and young people with SEND

Our Good to Great for SEND tool has supported Special Educational Needs Co-ordinators (SENCOs) to analyse and judge the **progress and attainment** of pupils with SEND and **make decisions** about **future provision**.

We have:

- continued to develop the 'Good to Great' training and support model for SENCOs to support appropriate identification of need, equity of access and consistency of support (including guidance on appropriate time allocation)
- continued to provide a training offer to settings, schools, governors and wider professionals in relation SEND
- reviewed and completely updated the SEND Local Offer website including key co-produced policies and protocols (e.g. the North Lincolnshire Preparing for Adulthood Protocol 2020).
- introduced and co-produced a digital/web-based real-time solution to SEND statutory functions – the 'EHC Hub' with direct young person, parent/carer and professional access.
- worked with key partners to provide training and support to schools and professionals in readiness for the next stage of the EHC Hub roll out of Annual Review in 2021
- used a variety of communication platforms - Keeping in Touch events and SENCO Networks - to continue delivering an effective local SEND offer to children, young people and families throughout the Covid-19 pandemic.



We are committed to engaging with children, young people, parents and carers at an individual, service and strategic level. The **views of children, young people and their parents/carers are truly valued** and they are involved in decisions that affect them as individuals or as groups who use services.

In order to gather the views of families, there are a number of surveys available via the North Lincs Local Offer:

- Local Offer Survey
- Education Health and Care Plan Survey
- Education, Health and Care Needs Assessment Survey



We recognise that using a **multimedia** approach can create a better platform for sharing information and experiences and impact upon shared outcomes and involvement in decision-making.

Our **EHC Hub** is an online area for families, professionals and education settings **to work together and contribute** on EHC assessments, plans and reviews. **The EHC Hub puts children and their families at the heart** of these processes and provides secure access to anyone who needs to be able to contribute and view information. It has been designed to support local processes and to work alongside existing systems. It offers:

- **Children, young people and families a voice** so they can contribute, view information and track their case.
- The **statutory assessment function** a secure platform to coordinate assessment, planning and reviews.
- **Professionals** who are involved, a simple way to contribute advice easily and securely.
- **Education settings** an intuitive hub for managing all EHC assessment and review cases.
- Our digital-first platform will **transform the way we work** with partners and is the key to driving meaningful engagement and providing the best outcomes for children and young people with special educational needs and disabilities.



Co-production with the North Lincs PIP Parent Forum:

- Annual SEND Conference for Parents and Carers
- Annual SEND Conference for Schools and Settings
- Parent Forum Surgeries
- Developing and implementing the Sensory Needs Toolkit
- Developing the Local Offer
- Commissioning the digital EHC Hub

The Parent Forum have representation on the following:

- Local Offer Focus Group
- Short Breaks Steering Group
- SEND CYP Partnership
- SEND Standards Board
- SENDIASS Steering Group

Children, young people and their families have also contributed to and been involved with:

- Local Offer and Needs Assessments
- Re-commissioning and commissioning of service provision
- Recruitment and selection



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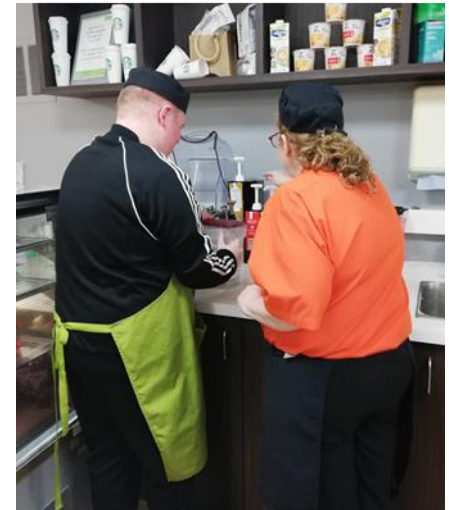
The 'lived experiences' of children, young people and families are reflected in what they and their families tell us. These help to create the right type of support:

Samir (not his real name) is 18 years old and attends a local post-16 college. He recently engaged in an Annual Review of his EHC Plan and told us about his experiences.

Samir said that everything had been going well at college and he had been enjoying his course, although he found English difficult. He had found it challenging without a teaching assistant with him in college, but it was important to him that he worked well and tried his best. He would like to pass his English GCSE.

Currently, Samir is a student advocate within college and is also completing his Duke of Edinburgh Award. He was pleased with his progress in Information Technology in college. Samir said that he would like to improve his English skills. He is considering a career in Information Technology and would like to find an apprenticeship in the future. Samir's mum said that she would like him to have a laptop wherever possible and be given extra time in lessons to complete tasks. She would like him to do well and follow the courses that he would like to do.

In response to these comments by Samir and his mum, he will be given opportunities to participate in employability workshops and sessions through the curriculum to support in developing employability skills. He will be provided with access to independent and impartial careers guidance. He will also be provided with a range of resources, blended learning opportunities and revision materials to support with independent study. To reduce note taking, Samir will be allowed to access his phone to use as a means of recording key concepts and ideas, and he will also have access to a named adult for support to help ease his anxiety and support with motivation.



Ofsted/CQC Inspection of the Local Area's Provision for Children & Young People with SEND

Between 6 December and 10 December 2021, Ofsted and the CQC conducted a joint inspection of the local area of North Lincolnshire to judge the effectiveness of the area in implementing the SEND reforms as set out in the Children and Families Act 2014.

We were notified of the inspection on 29th November, giving us 5 working days to prepare.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and two children's services inspectors from the CQC.

At the time of the inspection we were aware that, of 11 local areas inspected since the resumption of inspections in June 2021, 10 had received a Written Statement of Action, a massive 91%.

We did not receive a Written Statement of Action! We received feedback from Ofsted and the CQC in a letter in which the strengths massively outweigh the areas for development.

You can view the letter here: <https://files.ofsted.gov.uk/v1/file/50179114>



In the words of Ofsted and the CQC:

- We are committed to the principles of the 2014 special needs code of practice
- We take co-production seriously
- We work closely with schools to enhance provision for children and young people with SEND
- We ensure that new EHC plans are completed in a timely manner and to an appropriate standard
- Health visiting and school nursing offer a fully integrated 0 -19 service
- The voices of children and young people with SEND are important in influencing the services that support them
- The local area team coordinate actions that enhance wider outcomes for children and young people with SEND effectively
- There are areas where effective provision for children and young people with SEND is helping them to achieve better outcomes
- The vast majority of children and young people with SEND benefit from good mainstream school provision in the local area



The inspection outcome is a positive assessment of the high quality of North Lincolnshire's services across the early years, education, health and social care.

Inspectors praised the suite of strategies that are in place in North Lincolnshire to help young people achieve better outcomes, access opportunities and lead better lives.

Inspectors also acknowledged the effectiveness of the support provided by all agencies at key transition points and the range of opportunities available to develop independence and life skills.

Also highlighted were the quality of leadership, the strength of partnerships, a clear commitment to co-production and the dedication of the teams within North Lincolnshire which clearly helps children, parents and carers in our local communities.

But there is still more to do....



We will

- Continue to address areas for development identified in the Ofsted/CQC inspection letter
- Continue to address areas for development identified in our self-evaluation document
 - to improve outcomes particularly in the context of Preparation for Adulthood
 - to improve education outcomes, particularly for those at SEND Support
 - to ensure equity of expectation, access and support across all providers
 - further strengthen the Local Offer in certain areas of provision to ensure that there is stability in school and the community and for specific needs
 - further development of integrated commissioning and service provision in line with our One Family Approach through Integrated Children's Trust Board arrangements
- Continue to build on our strengths and strive to be even better
- Continue to evaluate our own strengths and areas for development to enable us to ensure children and young people have the best possible experiences and outcomes
- Continue to prioritise partnership and collaborative approaches
- Address the implications of the SEND and Alternative Provision Green Paper
- Prepare for the new SEND Inspection Framework, which is expected to be published later in 2022



“Short Breaks is the only place R attends activities as the **staff just seem to 'get it'** and I do not feel embarrassed or shamed by them.”

- Parent feedback, Short Breaks Group Based

“**You keep my child safe, happy and he has learnt so much.** We are over the moon with the progress he has made.”

- Parent Feedback, St Luke’s

“**I don’t know how I could have got through it without your support.** The family are making massive strides now. I feel we’ve got a future.”

- Parent feedback to Tuition and Medical Needs Education staff

“D and I are going to miss you being his main teacher, **you have helped him gain confidence in himself to try new things.** Thank you.”

- Parent feedback, St Hugh’s

“I just wanted to say **a huge thank you for C having this opportunity to thrive in the right environment for him,** he is excited about going to school and as a family we are so very grateful and happy. Just cannot emphasize enough how grateful we are, thank you.”

- Parent feedback to EHC Plan Co-ordinator

“The Cygnets is a home from home, the staff are like family to O. **It’s a place I know O is safe.**”

- Parent feedback to The Cygnets

“**I couldn’t wait to get to Short Breaks today** and was talking about it all day at school wondering what we could be doing today.”

- Child feedback, Short Breaks

“The team were always fantastic with T. **He is now more confident in his learning** and is happy to play and share with other children.”

- Parent feedback to Behaviour Support staff

“**We are more than happy with what you have provided.** He loves his communication book and he gets this out at home to tell us things. We also take it to his medical appointments. He is learning more Makaton signs at home too and he likes to show his aunty these.”

- Parent feedback, Speech and Language Therapy

Contact us:

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