**Some of the services and professionals involved in supporting children with SEND**

**Integrated Disability Service (IDS)**

The Integrated Disability Service (IDS) is a partnership, bringing together professionals from education, social care and health to provide a range of services to support disabled children and young people and their families at home, school and in other settings.

These could include services, such as Portage, the Inclusion Advisory Service, Speech and Language Services or professionals, such as an educational psychologist, a counsellor or a mental health worker.

Information taken from [Warwickshire County Council website](http://www.warwickshire.gov.uk/ids).

**Child and adolescent mental health services (CAMHS)**

CAMHS is used as a term for all services that work with children and young people who have emotional, behavioural or mental health difficulties. Children and young people and their families can be referred to CAMHS if the child is finding it hard to cope with family life, school or the wider world. CAMHS services are organised locally and schools can refer a child to their services, usually through the child’s GP.

The types of problem CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events. CAMHS can also diagnose and treat serious mental health problems such as bipolar disorder and schizophrenia.

Information taken from [Young Minds](http://www.youngminds.org.uk/) website.

Working through the MindEd session, [People Working in Child Mental Health](https://www.minded.org.uk/course/view.php?id=221), will give you an overview of the roles of people who work in CAMHS.

**Speech and language therapists (SaLTs or SLTs)**

Speech and language therapists play an important role in supporting schools to meet the needs of children with speech and language communication needs and in supporting good practice across universal, targeted and specialist approaches. They have a distinct role in assessing, planning, delivering and evaluating support for children and young people with a range of speech, language and communication needs. SLTs play a key role in diagnosingchildren with different speech, language and communication needs.

A SLT will have expertise that can help a setting in a number of ways, including how to establish communication-friendly classrooms, offering formal and informal training to teaching staff, joint teaching with teachers on specific issues, or following up classroom activities to ensure children have understood vocabulary and so on.

Information taken from [The Communication Trust](http://www.thecommunicationtrust.org.uk/) website.