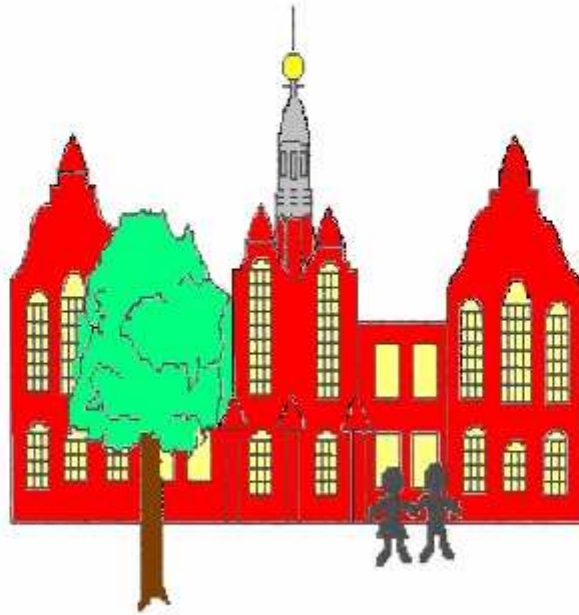


# *Stepney Primary School*



*A Small School With Great Expectations*

## **Access Inclusion & Interventions Policy Including SEND Information**

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

## 1. AIMS

The aim of this policy is to ensure that **all** pupils learn and achieve through having access to the broad, balanced and relevant curriculum, which is their entitlement.

Stepney Primary School believes that an educationally inclusive school is an effective school. At Stepney the achievements of all pupils are valued, recognised and celebrated. The well-being and attainment of all pupils' matters; their attitudes, learning and behaviour are constantly challenged and developed. Improving the teaching and learning for all pupils is a constant concern to all staff. Actions and strategies are put in place to ensure that all pupils make progress.

Stepney has an inclusive curriculum which;

- values all learners;
- sets suitable learning challenges for groups and individuals;
- responds to pupils' diverse learning needs;
- overcomes potential barriers to learning and assessment for individuals and groups of learners.

## 2. OBJECTIVES

To ensure the needs of all pupils are met.

To meet the needs of pupils with special educational needs by implementing the Code of Practice (January 2015).

To develop whole staff involvement in the processes of identification of, and provision for pupils with S.E.N and promotion of positive attitudes by all the school community towards those with such Special Educational Needs.

To develop strategies to meet the needs of all pupils including those with special educational needs, through effective communication between all concerned and careful monitoring of the changing needs of these pupils.

## 3. POLICY PRINCIPLES

### 3.1 The Code of Practice states:

- the views, wishes and feelings of the child or young person, and the child's parents;
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The practice of educating pupils with SEN at Stepney will be based on these principles.

## 4. PERSONNEL AND ROLES

All staff are directly responsible for monitoring and catering for the needs of all the children in their care. The special needs co-ordinator receives the initial referral from class teachers when they have cause for concern.

The Head teacher and SEN Co-ordinator have an overview of Special Needs provision and interventions in the school.

A variety of models is used to support and meet the needs of children with special educational needs. Intervention groups and provision mapping are used to ensure all children reach their goals and aspirations.

### 4.1 Additional teaching and support staff work with pupils at School Action:

#### **Access, Inclusion & Interventions Co-ordinator (SENCO/Inclusion Team):**

Miss J Atkinson/Mrs R Brocklebank/Mrs K Wilde

#### **Headteacher:**

Mr P Browning

#### **Speech & Language support:**

Mrs A Rodgers

#### **Special Needs Governor:**

Mr L Morfitt

- the Headteacher plans and oversees the allocation of human and material resources with those concerned within the school (class teachers, teaching assistants) and co-ordinate that response with those external agencies relevant to each pupil; Education Psychologists Advisory Services, Speech Therapy;
- all members of staff encourage parents' full participation in the education of pupils with S.E.N by providing regular information and opportunities to discuss progress with themselves and others concerned in their child's education;
- class teachers and the Co-ordinator liaise in order to ensure the effectiveness of intervention programmes. Class teachers should ensure that pupils know their targets;
- the co-ordinator and class teacher meet once a term to review progress and provision for children with SEN support at inclusion staff meetings. Pupil passports are written twice a year – in October and February. They are reviewed in July and parents are invited to a transition meeting with current and new teacher to ensure pupils are fully supported in September;
- the Headteacher informs governors of the SEN provision in the school and provides suitable SEN information in the Annual Report to Parents;
- the co-ordinator liaises with SEN co-ordinators in other schools within the local cluster/area for sharing training, knowledge and experience;
- the co-ordinator keeps records of Education, Health Care plans from the Local Authority for pupils with SEN and transfers documents to other schools when pupils transfer;
- staff development needs are met through Inset and staff meeting discussions;

- the co-ordinator attends courses/conferences to stay abreast of recent information;
- the Co-ordinator, with the Assessment Co-ordinator and class teachers monitors the progress of all pupils including those with SEN and suggests ways forward and appropriate interventions. This information is reported to Governors;
- the Co-ordinator is responsible for ensuring pupils have their needs met through appropriate intervention strategies.

## 5. PROVISION

Pupils will receive additional support or extra help within the classroom. If appropriate, pupils with special educational needs may receive additional small group support from a teaching assistant.

In addition pupils may receive additional support in the form of intervention work, 1:1 work, small group work and/or external agenda support. (Refer to year group provision maps).

**Education, Health, Care Plan:** An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. These plans are implemented if a pupil has a specific or severe difficulty.

All pupils with an EHC plan or additional support from an external agency will have a Pupil Passport which details strengths and difficulties and suggests strategies and provision that will be implemented to meet the pupil's needs. Pupils with medical needs may have a Health Care Plan.

## 6. ACCESS

The school has an Accessibility Plan to improve access both to the physical environment and to the curriculum. The Governors and staff take reasonable steps to ensure that pupils who have disabilities are not placed at a substantial disadvantage in comparison with those who are not disabled. (SEN and Disability Act 2001).

## 7. RACIAL EQUALITY

The school has a significant population of pupils from many ethnic backgrounds. Some pupils have English as an additional language. Some pupils are from Traveller backgrounds. Some pupils are refugees or seeking asylum. The school is committed to ensuring that pupils from minority ethnic backgrounds achieve as much as they can.

## 8. IDENTIFICATION

At Stepney, we closely monitor the progress of **all** pupils. All pupils, including those with SEN have individual pupil targets.

Class teachers meet with the Special Needs Co-ordinator every term at an inclusion staff meeting to discuss the children in their class with Special Needs. A review of progress is carried out and Pupil Passports including Chronology of Events are drawn up to cater for the needs of pupils. Pupil Passports including Chronology of Events will be copied for the SENCO, parent and class TA. Targets will be shared with the pupils. Termly reviews of all pupils take place to monitor progress of pupils towards targets.

Pupils who have S.E.N are identified by the class teacher who is able to recognise the children who are experiencing particular difficulties. This may be identified through teacher assessments or more formal testing.

Tests used may include:-

Youngs Reading Test (to assess Lexia programme)  
Y1 Phonics Screening Check  
Big Maths – half termly CLIC test  
Big Maths – weekly Beat That tests  
From Year 2 - weekly times table and mental maths tests  
SATs at Year 2 & Year 6  
Optional SATs Year 3 – Year 5  
Progression Tool

Pupils may also be referred to the Education Psychologist for more specific concerns.

The progress of specific groups of pupils is monitored. These are:-

- boys/girls;
- pupils with English as an additional language;
- travellers;
- pupils in public care;
- Able, Gifted and Talented;
- SEN Support;
- EHC Plans;
- Free school meals.

This is to ensure that these groups of pupils achieve as much as they can. If pupils are identified as underachieving, appropriate intervention strategies are put in place.

## **9. RECORD KEEPING SYSTEM**

Class teachers have an Inclusion File containing Pupil Passports including Chronology of Events for pupils in their class. Within this Inclusion File, there will also be a Provision Map with evaluations and pupil progress meeting evidence.

## **10. SEN CO-ORDINATORS RECORDS**

Contains:-

- SEN. Register (this is generated by SIMS);
- Copies of all current documentation and correspondence for each child;

- Completed EHC Plans from the Local Authority;
- Annual review of EHC Plans.

The SEN Co-ordinator is responsible for the processing of documentation relating to all outside agencies using the appropriate system.

Provision mapping, Pupil Passports including Chronology of Events are drawn up and reviewed by the SENCO and class teachers twice yearly, in October and February.

## **11. CURRICULUM DELIVERY**

As for all children the curriculum provided for pupils with Special Needs must be, as stated earlier, broad, balanced, relevant and differentiated with a clear regard to motivation. This can be achieved by:-

- the child seeing the relevance of what is being taught;
- the child experiencing success;
- the teacher carefully assessing and evaluating the curriculum as delivered and planning work accordingly (see Assessment, Recording and Planning Policies);
- additional reading support targeted to SEN pupils;
- 1 to 1 support for SEN support children through targeted work;
- access to interventions such as Lexia (see provision maps);
- the teacher using a variety of teaching and learning styles.

## **12. DIFFERENTIATED TEACHING**

Class teachers organise their classes and plan work according to the needs and abilities of all pupils. Work will be differentiated according to pupil abilities and based on accurate teacher assessments. Consideration is given to the level of support required for children with Special Needs. Further support may sometimes be available from the TAs and other additional adults.

## **13. WITHDRAWAL/IN-CLASS SUPPORT GUIDELINES**

Every pupil is entitled to the full National Curriculum unless there are any modifications or exceptions written into their EHC Plan or through a temporary dis-application. In order to ensure this breadth, wherever possible pupils will receive support within their own classroom.

## **14. LINKS WITH OTHER AGENCIES**

The school will seek the advice of the following agencies and others, when appropriate:-

- Social Services;
- Educational Welfare Office;
- White House Unit – Behaviour Support;
- School Health Plus;

- Inspire Ignite;
- City Psychological Service;
- Speech and Language Therapy;
- Physiotherapy;
- Educational Service for The Physical Disabled;
- Northcott Autistic Spectrum Disorder Outreach Support;
- IPASS (Integrated Physical and Sensory Service)
- Hull (CAMHS) Primary Mental Health Service.

## **15. SEN EQUIPMENT AND MATERIALS**

Please see Mrs Brocklebank /Mrs Wilde.

- The downstairs toilets are adapted for use by pupils with disabilities.
- The school has wheelchair access and a lift in place.
- All special materials/SEN resources are kept in the Deputy/SENCO office upstairs.

Through liaison with other agencies, we receive additional support and equipment for EHC pupils.

## **16. BUDGET ALLOCATION**

The school will give regard to the overall pattern and incidence of needs within the school when allocating resources (human, material, time and space). There may be TA time, external support from outside agencies and special materials in relation to any EHC pupils in the school. Such allocation will be reviewed annually as part of the School Strategic Plan.

The SEN budget is currently spent on: SEN Co-ordinator time for administration, monitoring and support and TA speech and language support to provide additional support and any specialist resources.

## **17. WORKING WITH PARENTS**

The school believes that there should be an effective partnership between home and school. Wherever possible we will:-

- Draw on parental knowledge and expertise;
- Focus on the child's strengths as well as areas of additional need;
- Recognise the personal and emotional investment of the parents and be aware of their feelings;
- Ensure parents understand procedures;
- Develop opportunities for parents to attend school events through altering times and dates;
- Respect the validity of differing perspectives and seek constructive ways to reconcile different viewpoints;
- Respect the differing needs of parents who themselves may have a disability or communications and linguistic barriers;
- Parents are encouraged to be partners in their children's education. Parents will receive a copy of their child's Pupil Passport and will be invited

to discuss the Pupil Passport with their child's teacher and the SEN coordinator. The teacher and SEN coordinator will advise as to how parents can help their child;

- Transition meetings are held in July with the current teacher and the new teacher to review progress and how to support for the next year.

## **18. PUBLIC SECTOR EQUALITY DUTY**

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6<sup>th</sup> April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

P Browning  
Head Teacher (April 2012)

## **19. PERSON RESPONSIBLE**

This policy was updated by Mrs R Brocklebank, Miss J Atkinson & Mrs Wilde  
Summer 2016

To review Summer 2018

**Appendix – SEND Information agreed with Governors & Parents December 2014 (on School website - [www.stepney.hull.sch.uk](http://www.stepney.hull.sch.uk))**



## **Stepney Primary School - SEND Information**

Each term the Governors receive information from the Headteacher about the number of children at each stage on the Special Educational Needs register. They also receive information about how the needs of these pupils are being met through 'Provision Mapping' and about any training, which members of staff may have accessed in order to meet the needs of pupils with Special Educational Needs. Each year the Governors are also informed of any updates to the Federation SEN policy and procedures.

The School Leadership Team which includes the SEN Co-ordinator collects and analyses school performance data related to all identified groups of pupils to ensure that their needs are being appropriately met and that progress is being made.

At the point of transition each year staff meet to pass on important information and to ensure that receiving staff are aware of the needs of their new intake in readiness for the new academic year.

*(Section 317(5) of the Education Act 1996 duties of governing bodies in relation to special educational needs.)*

### **Definition of Special Educational Needs (SEN)**

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

SEN Code of Practice 2014

### **Definition of Disability**

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

## **1. Special Educational Needs for Which Provision is Made**

Mrs K Wilde and Mrs R Brocklebank currently support children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs

- (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
  3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
  4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of SLD & PMLD.

## **2. Policies for the identification and assessment of pupils with SEN.**

- a. Ongoing assessments are made on entry to the school, as well as during the school year on a year group/Key Stage or whole school basis. This may include tests in reading, writing and maths, as well as standardisation testing at the end of each Key Stage and in reading; for children in foundation stage assessments are made against the early years' foundation stage curriculum and measured against specified milestones.
- b. If it is believed a child may have additional special educational needs, further assessments may be carried out in order to support requests for further support; these would always be on an individual basis and following consultation with the child's parents/carers.
- c. Teachers and other adults working closely with the children in school are encouraged to raise concerns with the Inclusion Leaders/SENCOs regarding the performance of pupil who they suspect of having special educational needs. Referrals are then discussed in more detail in order to plan the best way forward in order to meet the additional needs of the child concerned. This may include referral to more specialist services or for further assessment.
- d. All staff including teaching and support staff are given regular training on various aspects of SEND provision to help them identify such children and to offer appropriate support and provision; this is delivered through a graduated approach.
- e. Pupils who do not make expected progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services.

## **3. Policies for making provision for pupils with SEN**

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for pupils with SEND is regularly evaluated to ensure that the pupils with SEND make expected progress. This will be reviewed termly by class teachers in collaboration with parents, the Inclusion Leader/SENCO and the pupils themselves.
- b. Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, pupils with SEND may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

- c. The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Stepney Primary are:
- d. In class support, where a teacher or Teaching Assistant may support one or more children to understand the content of the lesson.
- e. Occasional small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils e.g. Lexia, a variety of Talk of the Town (TOTT) interventions and specific maths interventions.
- f. One to one withdrawal, where there may be a targeted support in their area of need.
- g. Children who are identified as having emotional and/or social needs or children who are identified as being vulnerable may take part in nurture group sessions on an individual or small group basis, tailored to meet their specific needs.
- h. Lunch time clubs are offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage.
- i. Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs.

#### **4. Contact details of the Inclusion Leader/SEN co-ordinator.**

Inclusion Leaders/SENCo names: Miss J Atkinson, Mrs K Wilde and Mrs R Brocklebank

Contact Telephone number: 01482 343690

Email: [admin@stepney.hull.sch.uk](mailto:admin@stepney.hull.sch.uk)

#### **5. Expertise and training of staff in relation to children and young people with special educational needs**

All staff working in school have undertaken training in safeguarding and restorative practice. In addition we have an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff, which regularly includes how best to identify and support children with special educational needs.

Staff will access training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies), to ensure they keep up to date with current policy and practice.

Staff will also attend training courses provided by the local authority.

#### **6. Equipment and facilities to support children and young people with special educational needs.**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

#### **7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the 'assess, plan, do and review' process.

Parents/carers are invited to discuss with the Inclusion Leader/SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a. Liaison with the class teacher informally.
- b. Parents' Consultations when advice and support in helping their child at home can also be given.

In addition to this:

- c. Formally review their child's progress with the Inclusion Leader/SENCo (and/or class teacher) on a request or need basis.

During all of these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

## **8. Arrangements for consulting young people with special educational needs about their education.**

- i. The child/young person is involved (as is appropriate) at every stage of the 'assess, plan, do and review' process:-
  - i. At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
  - ii. Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
  - iii. The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - iv. Any documentation used as a part of the agreed provision (for example, Individual Education Plans (IEPs) or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support. The child/young person is able to discuss any aspect of their provision in a number of ways:-
    - ii. Informally with their class/form teacher on a regular basis.
    - iii. Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
    - iv. A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

## **9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

Complaints about SEN provision within the school are first dealt with by the Inclusion Leader/SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request for advice, assessment and/or support can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction

- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local Offer.

### **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

### **13. Information on where the local authority's offer is published.**

<https://www.connecttosupport.org/s4s/Wherelive/Council?pagelD=774>

This section is simply a link to the local authority website where their local offer is published. Click on the relevant button for the age/stage of your child to find out where you can access further information and support