



St George's CE First School and Nursery Special Educational Needs and Disability (SEND) Information Report

Background

In response to the revised Special Educational Needs Code of Practice (June 2014), this SEND information report aims to publish information about the implementation of our SEND policy. Our full SEND policy is available on the school website or as hard copies, available upon request from the school office.

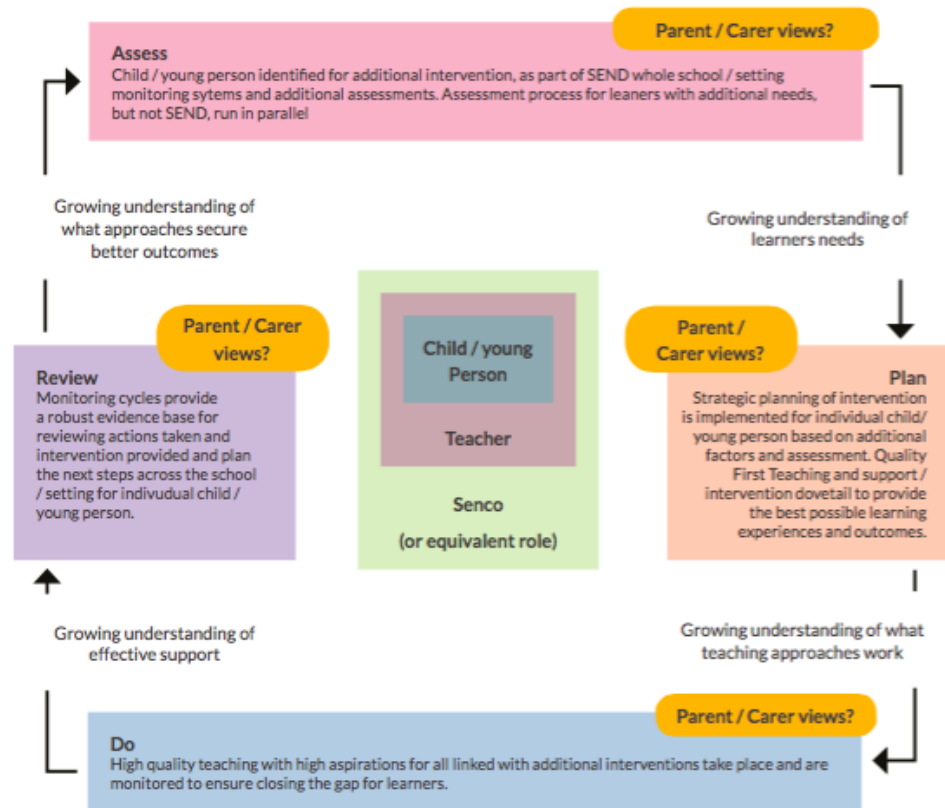
This SEND Information Report has been drafted in response to the Children and Families Act (June 2014) and SEND Code of Practice (June 2014). Worcestershire Local Authority is legally required to publish a Local Offer which our SEND Information Report has to reflect. From September 2019, this is known as *The Graduated Response within Worcestershire* and is available to download via <https://www.worcestershire.gov.uk/graduatedresponse>

Hard copies of this information report are available to parents who cannot access it electronically. All information included in this report refers also to supporting children who are looked after by a Local Authority and have Special Educational Needs or Disability.

The Local Offer will provide information about:	Our setting will
Identifying the special educational needs or disability (SEND) of a child or young person.	<ul style="list-style-type: none"> • Carry out thorough and individualised assessment of all children including observation, termly class-based assessment and diagnostic assessment • Communicate and consult effectively with all stakeholders including Pupil Progress Meetings, Parents' meetings, target setting with children, Individual Provision Map review meetings, involvement of outside agencies • Provide SEND training for all staff to enable them to identify special educational needs • Constant monitoring and review of progress during interventions and through differentiated class-based activities
Questions you may have:	Our school response
How does the school know if my child has SEND and what should I do if I think my child may have SEND?	<p>At St George's, the progress of all children is closely tracked and monitored by staff. This is currently done termly, the results of which are analysed by the Senior Leadership Team. At times pupils may experience delay in their learning and do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher. Following the monitoring of progress there may be evidence that certain children are making less than expected progress and they may be referred to the Special Educational Needs and Disability Co-ordinator (SENDCo). At this point the pupil will be placed on the Cause for Concern register and a Cause for Concern form will be completed by the class teacher.</p> <p>If it is felt that there are special educational needs in one of the four areas;</p> <ol style="list-style-type: none"> I. Communication and Interaction II. Cognition and Learning III. Social, mental and emotional health IV. Sensory and/or physical <p>The school will then follow the Graduated Response, informing parents/carers that their child will be placed on the school's SEND register and that advice will be sought from external agencies as appropriate.</p> <p>An Individual Provision Map (IPM) will be written which will include specific targets linked to the pupil's area of need and will identify the support in place to meet these. These targets are reviewed at least once a term by the class teacher with parents/carers.</p> <p>If you have concerns about your child's progress or think they may have a special educational need or disability we invite you to make an appointment to meet with your child's class teacher and SENDCo so your concerns can be heard and appropriate actions can be agreed. Speaking to our school nurse or GP may also be a useful point of contact.</p>
The Local Offer will provide information about:	Our setting will
Securing the services, provision and equipment required by children and young people with SEND.	<ul style="list-style-type: none"> • Regularly review provision to ensure high quality teaching in class, appropriate interventions are delivered and access to external agencies is sought. • Provide intervention groups facilitated by Teaching Assistants (TAs) and teachers, whose training is regularly updated. • Seek advice for environmental adaptations. • Meet the requirements of the Disability Discrimination Act (DDA) where necessary.

	<ul style="list-style-type: none"> • Provide regular training for all staff so that they can meet the needs of all children.
Questions you may have:	Our school response
What specialist services and expertise are available at or accessed by the school?	<p>We strongly believe in the continued training of all staff, providing and offering regular professional development so that we can support all children, including those with SEND effectively.</p> <p>Training in safeguarding, emotion coaching, trauma, mental health, phonics, maths, Team Teach, Signalong and Speech and Language are some examples of recent training. The SENDCo holds Trauma Informed Practitioner Status, we have a trained Mental Health First Aider and a Senior Mental Health Lead.</p> <p>We are fortunate at St George's to have many skilled TAs who deliver intervention programmes including Language Link, Jimbo Fun motor skills, language groups, Every Child a Talker, reading, phonics, maths and Precision Teaching. We have two named Communication Lead TAs who attend networking workshops once a term and we buy in additional support from the Speech and Language Therapy team. We have Eklan Early Years Communication Friendly Setting accreditation.</p>
How are the school's resources allocated and matched to the children's special educational needs?	<p>Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. These Specialist Services may include Learning Support Service, Behaviour Support Service, Complex Communication Needs Team, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Child and Mental Health Service, Community Paediatric Service, Early Intervention Family Support Service, School Nurse Service, Family Support Worker and Bereavement support workers (Charity).</p> <p>At St George's, we are proactive in initiating the involvement of such specialist services and put into practice any recommendations made in reports.</p> <p>Additional resources used to support children with SEND to access the curriculum are bought using an allocated SEND budget. This budget is the responsibility of the SENDCo and resources are bought to meet the needs of the children and to support intervention programmes. The type of resources needed will inevitably change according to the intervention programmes running at different times.</p> <p>If additional funds are allocated by the Local Authority, when an Education and Health Care Plan (EHCP) is issued, the school will use any allocated money to meet the needs set out in the EHCP.</p>
The Local Offer will provide information about:	Our setting will
The school's approach to teaching/learning and development of children	<ul style="list-style-type: none"> • Provide an inclusive education for all children. • Ensure that differentiated learning opportunities are given to all learners. • Provide personalised and targeted support that is carefully matched to need.

and young people with SEND.	<ul style="list-style-type: none"> • Ensure regular communication occurs between all adults who work with children with SEND to ensure a consistent approach to teaching and learning.
Questions you may have:	Our school response
How will the school staff support my child?	<p>Depending on the needs of individual children, different support and strategies may be needed to help them access the curriculum. In addition, personalised intervention programmes may be required and are organised and run by staff in close liaison with the SENDCo, the class teacher and TA. The nature of the children's needs determines which member of staff your child will work with and how often they receive this additional support (see Appendix 1).</p> <p>If your child receives additional support through an intervention programme, your child's class teacher will discuss this with you at termly meetings where you will be involved in the setting of termly goals on their Individual Provision Map (IPM).</p> <p>Through regular tracking, we can monitor and evaluate the impact intervention programmes have on the overall progress and attainment of children with SEND. The individual intervention programmes are evaluated separately to assess impact in conjunction with the overall progress and attainment levels of the children through whole school tracking.</p>
The Local Offer will provide information about:	Our setting will
Consulting/working in partnership with parents of children with SEND and with young people with SEND.	<ul style="list-style-type: none"> • Offer termly parent/carer meetings with the class teacher and SENDCo to review individual targets • Offer an 'open-door policy' with school staff including the SENDCo, class teacher, TAs and head teacher • Provide annual reports to parents • Share relevant information and strategies with parents/carers to support their children at home
Questions you may have:	Our school response
How will both you and I know how my child is doing?	<p>Discussion about your child's progress with their class teacher will take place at least once a term through a parent consultation meeting and IPM review meeting. More frequent informal discussions about their progress are always welcomed and additional appointments can always be requested with your child's class teacher and/or SENDCo.</p> <p>Your child's progress is assessed termly in the National Curriculum core subjects of reading, writing and mathematics with class teachers deciding the standard your child is working at in relation to the milestones we assess against. These assessments are then analysed by the Senior Leadership team to check progress and attainment.</p> <p>Once a potential special educational need or disability is identified, four types of action will be taken to put effective support in place:</p> <ol style="list-style-type: none"> 1 Assess 2 Plan 3 Do 4 Review <p><i>This is known as the 'Graduated Response'</i></p>



The review stage of the Graduated Response involves the evaluation of the support programme that has been put into place. The levels at which the children start the programme are then measured against the levels they finish the programme so that we can evaluate how effective the provision has been for your child. Alternative or further support programmes may be needed in order to meet their needs more effectively. The breadth, frequency and duration of different support programmes will change termly in response to the different needs of the children.

Discussion about their progress against targets in their Individual Provision Map, as well as the setting of new targets and provision, will be discussed once a term at a review meeting. A copy of the IPM will be given to you so that you can support your child at home. Further advice and guidance about how to support your child can be given by your child's class teacher and/or SENDCo. A child with an Education and Health Care Plan will have an Annual Review meeting to discuss their progress and set new targets, a copy of which is sent to the EHCP case worker based at Worcestershire County Council.

<p>Will I get a report each year?</p> <p>How will my child be involved?</p>	<p>Your child's views in the support they receive and the targets that are set are important. Where possible, depending on the child's cognitive ability and acquisition of the English language, they will be involved in reviewing and setting their new termly targets set out in their Individual Provision Map.</p> <p>You will receive an annual report for your child at the end of the academic year outlining your child's progress and achievement.</p> <p>The class teacher and SENDCo carry out pupil voice activities to ascertain the strengths and areas of difficulty of each child with SEND and to build a picture of what is working well for them.</p>
<p>The Local Offer will provide information about:</p>	<p>Our setting will</p>
<p>Supporting children and young people with SEND in moving between phases of education, and in preparing for adulthood.</p>	<ul style="list-style-type: none"> • Liaise closely with the middle schools and offer additional meetings, visits and preparation for children who find transition more difficult. • Incorporate the teaching of basic key skills necessary for a successful educational career and future adult life. • Provide transition support for all children with SEND as they move to their new year group each academic year.
<p>Questions you may have:</p>	<p>Our school response</p>
<p>How will the school prepare and support my child to join, or transfer to a new school?</p>	<p>Preparation for the transfer to middle school happens in the summer term but links with the middle schools may start earlier. Additional pre-transition visits are arranged for children with SEND and those children who are displaying anxiety. Staff accompany the children on these additional visits where they have the opportunity to take photographs of the new environment and key members of staff, support the children with any questions or concerns they have and record any notes about their memories of the day.</p> <p>Parents are fully informed about such decisions and may also be invited to attend additional visits with their child if we feel that this is something that would be beneficial.</p> <p>In addition to this, we offer transition preparation through our PSHE programme of work and smaller personalised sessions.</p> <p>Meetings are held in the summer term between St George's SENDCo and the SENDCo from the transfer school to ensure consistency of provision. Where a child has an EHCP, the SENDCo and any additional staff member from the new placement are invited to attend the Annual Review. Where an Education and Health Care Plan requires support staff, the assigned member of staff from the new placement is welcomed into school to build relationships in advance of the transition. All of the information regarding your child's needs are transferred to their new school with all SEND reports placed in separate discrete files for the attention of the SENDCo at the middle school placements.</p>
<p>The Local Offer will provide information about:</p>	<p>Our setting will</p>
<p>How facilities that are available can be</p>	<ul style="list-style-type: none"> • Meet the requirements of the Disability Discrimination Act (DDA, 1995) • Meet the requirements of the Equalities Act (2010) • Provide resources and teaching that are differentiated according to the child's individual needs

accessed by children and young people with SEND.	<ul style="list-style-type: none"> • Access support from outside agencies
Questions you may have:	Our school response
How accessible is the school with regard to both buildings and language?	<p>The outside environment of the school is wheelchair friendly with ramps leading from the pedestrian access down to the school office and playground, and from the playground to the secondary pedestrian exit. The school building is on one level.</p> <p>Where the needs of a pupil are such that they may require wheelchair access, all efforts are taken to ensure that they have full accessibility to immediate areas where possible and where they may need additional support to move to different areas in the school, arrangements would be put into place and agreed in consultation with the pupil, parents and staff.</p> <p>With 69% of our school population with English as an additional language, we have a strong focus on oracy and language development. We use Communication in Print to create dual language signs and symbol supported labels and a Word Aware approach, supported by our speech therapist.</p> <p>Where parents do not have English as their home language, we aim to ensure that a translator is available at parent consultation meetings so that they can access information about their child. We provide referral documents in the child's home language and use Google translate to liaise with parents/carers when a translator is not available.</p> <p>Additional equipment and resources needed to support children with SEND at St George's are provided where possible by the school. Specific resources such as writing slopes, computing equipment and software and Speech and Language resources are purchased from within the SEND budget and allocated to specific classrooms where they will be used to support the particular needs of children. Other resources purchased for the delivery of intervention programmes are stored and managed by the member of staff responsible for delivering such programmes.</p>
The Local Offer will provide information about:	Our setting will
How the school adapt the curriculum/provision and additional learning support available to children and young people with SEND.	<ul style="list-style-type: none"> • Provide class work which is differentiated based on agreed Quality First Teaching provision. • Provide class-based teaching assistants who will work alongside the class teacher to support children individually/in small groups and to facilitate the class teacher working with children with SEND.
Questions you may have:	Our school response
How will the curriculum be matched to my child's needs?	High quality teaching which is differentiated and personalised is available for all pupils, but particularly important for pupils with SEND. At the heart of the work of every class teacher is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. For pupils at St George's their needs are met using 3 levels of intervention, described as "waves of support," which support access to the curriculum.

	<p>Wave 1 describes quality, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.</p> <p>Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.</p> <p>Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.</p> <p>It may be appropriate for your child (depending on their need) to have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for most children of their age (Wave 2 and 3).</p> <p>At St George's we strongly believe that all children are included in whole class teaching alongside their peers. It is, however, sometimes appropriate that they may need additional, personalised support to meet their needs. Any additional support they receive is in close liaison with the class teachers so that they can build in opportunities for the children to achieve their targets within daily lessons. Class teachers are responsible for planning in opportunities for children to achieve the targets set on their Individual Provision Map. These targets are then shared with any additional adults involved in supporting them.</p> <p>Further details on the provision we offer here at St George's CE First School and Nursery is set out in Appendix 1.</p>
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The Local Offer will provide information about:	Our setting will
How the emotional and social development of children and young people with SEND will be supported and improved.	<ul style="list-style-type: none"> • Provide specific interventions (e.g. social skills, emotional nurture support, Trauma Informed Schools, Freedom for Children programme) • Offer a 1:1 Meet and Greet for specific children at the start of each day (soft landing) • Include all children within their class for most of the day including opportunities for mixed-ability collaboration • Identify an Emotional Available Adult (EAA) for children who need access to 1:1 emotional support throughout the day
Questions you may have:	Our school response
What support will there be for my child's overall wellbeing?	All staff are responsible for all children's well-being and at St George's, the pastoral care for all our children is of utmost importance to us and is central to the ethos of the school. As part of the curriculum, Personal, Social and Health Education provides all children with support for their well-being. We recognise that at times, children may need emotional and social support. We put into place measures which can support children during difficult times; this can take the form of 'Meet and Greet' sessions at the start of the day where a named teaching assistant is on hand to provide emotional support on arrival into school. We also offer 1:1 emotional literacy sessions where children have the opportunity to discuss their emotions in a safe, caring environment and where measures are agreed with the children about how to manage their feelings within school and at home. Social Skills, sand tray therapy and big empathy drawing sessions are also examples of support programmes that we offer to improve emotional and social development for the children in our care.

	<p>St George's is an inclusive community that supports and welcome pupils with medical conditions. We will help to ensure they can;</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being <p>The school ensures all staff understand their duty of care to children and young people in the event of an emergency. All staff feel confident in knowing what to do in an emergency and who the named First Aiders are within the school. Staff understand that certain medical conditions are serious and can be potentially life threatening, particularly if ill-managed or misunderstood. Individual Care Plans are written with all members of staff being made aware of these. All staff understand the importance of medication being taken as prescribed and have an awareness of the common medical conditions that affect children at this school.</p> <p>Our Supporting pupils with medical conditions policy is available on our school website and a hard copy is available from the school office. The policy details how the school manages the administration of medicines and personal care/dietary needs.</p> <p>Separate policies on attendance, behaviour, exclusions and anti-bullying are also available on the school website with additional hard copies also available from the school office upon request.</p>
<p>The Local Offer will provide information about:</p>	<p>Our setting will</p>
<p>What activities are available for children and young people with SEND in addition to the curriculum?</p>	<ul style="list-style-type: none"> • Make suitable arrangements for children to access extra-curricular activities with support and guidance from external agencies • Provide additional support prior to and during school trips
<p>Questions you may have:</p>	<p>Our school response</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We aim to ensure that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are invited to take part in after school clubs and where clubs are run by external providers, these are run by coaches who are familiar with the school and staff. Where appropriate, additional adult support can also be arranged to support specific trips, including additional transition visits to middle schools. Parents are fully informed with such decisions and are also involved in supporting their children in preparing for school trips and their transition to middle schools.</p>

Contact and Local Offer

Who can I contact for further information?

Marie Bradbury – Headteacher
Telephone 01527 62263

Becky Malone - Special Educational Needs and Disability Co-ordinator
Email office@sgf.endeavourschools.org

Worcestershire County Council SEND Services - Telephone 01905 845579 Email SEN@worcschildrenfirst.org.uk
The Local Offer published by Worcestershire County Council is available on [SEND Local Offer | Worcestershire County Council](#)

SEND Information, Advice and Support Service (SENDIASS) - Telephone 01905 768153 Email sendiass@worcestershire.gov.uk
Website <http://www.hwsendiass.co.uk/>

For further support groups and services, follow the link on:

[Support groups for parents and carers | Worcestershire County Council](#)
[Who to contact for advice and guidance | Worcestershire County Council](#)

Complaints procedure

This is in accordance with the school's complaints policy, which is available on the school's website or on request.

Appendix 1

Summary of Provision at St George's CE First School and Nursery

Area of need		Universal provision (Wave 1)	Enhanced support for some learners (Wave 2)	Specialist support for some learners (Wave 3)
Communication and Interaction Needs	<i>Autistic Spectrum Disorders (ASD)</i>	<ul style="list-style-type: none"> • Whole school Quality First Teaching practice embedded across the school • Visual timetables used in all classes • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support • Use of symbols • Increased visual aids (i.e. Task management boards, now/next boards) • Structured school and class routines • Object of reference • Speech and language therapist to offer advice and support to class teachers • Communicate in Print resources • Use of 'Signalong' • Word Aware approach to teaching vocabulary 	<ul style="list-style-type: none"> • Access to small group teaching to meet specific needs (e.g. Language Link, low arousal areas) • Colourful semantics intervention group 	<ul style="list-style-type: none"> • Access to social skills groups (Time to talk) • Advice from Educational Psychologist, Speech therapist and Complex Communication Needs team)
	<i>Speech, Language and Communication Needs (SLCN)</i>	<ul style="list-style-type: none"> • Whole school Quality First Teaching practice embedded across the school • Wellcomm language screening assessment for all children in Nursery and Reception • Elklan and Blank's level questioning • Language Link screening assessments for all children on entry to Key Stage 1 and 2 • Screening assessment for all new starters within the school year • Visual timetables used in all classes • Differentiated curriculum, planning, tasks and outcome • Teacher modelling, simplification, repetition and reinforcement • In class targeted teacher support 	<ul style="list-style-type: none"> • Access to small group teaching to meet specific needs • Use of ICT to record work in alternative way (Talking tins, iPads, talking postcards) • In class support with focus on supporting speech and language- Little Wandle, Word Aware, Language Link • Colourful semantics intervention group 	<ul style="list-style-type: none"> • Language Link programme delivered to meet specific needs • Advice from Speech and Language Therapy • Direct work with Speech and Language Therapist

		<ul style="list-style-type: none"> • Use of symbols and object of reference • Increased visual aids (i.e. Now and Next boards, task management boards) • Structured school and class routines • Communicate in Print resources • Use of 'Signalong' • Word Aware approach to teaching vocabulary 	<ul style="list-style-type: none"> • Flash Academy 	
Area of need		Universal provision (Wave 1)	Enhanced support for some learners (Wave 2)	Specialist support for some learners (Wave 3)
Cognition and Learning Needs	<i>Moderate Learning Needs (MLD)</i>	<ul style="list-style-type: none"> • Whole school Quality First Teaching practice embedded across the school • Visual timetables used in all classes • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support • Personalised resources used (e.g., coloured overlays, off-white paper) • Teaching/modelling • Visual prompts/aids • Access to ICT • Use of writing frames and sentence stems • Use of pre-teaching/catch up/revision sessions • Scaffolding 	<ul style="list-style-type: none"> • Specific intervention programmes put in place (1st class @ Number, Little Wandle, Precision Teaching) • Colourful semantics intervention group 	<ul style="list-style-type: none"> • Specific intervention programmes put in place (1st class @ Number, Little Wandle, Precision Teaching)
	<i>Specific Learning Difficulties (SpLD)</i>			<ul style="list-style-type: none"> • Highly structured programmes used 1:1 (e.g., Toe-by-Toe and Precision Teaching) • Support from Educational Psychologist and Learning Support Team
Area of need		Universal provision (Wave 1)	Enhanced support for some learners (Wave 2)	Specialist support for some learners (Wave 3)

Social, Mental and Emotional Health	<i>Emotional and Mental well being</i>	<ul style="list-style-type: none"> • Quality First Teaching in PSHE for all children • Whole school behaviour policy • Whole school rules • Whole school reward and sanctions systems • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support 	<ul style="list-style-type: none"> • Pastoral Support Plans introduced for pupils in danger of escalated concern, tightly managed and reviewed • Family Support Worker • Mental health first aider • Specialist assessments, such as Boxall profile, SDQs • Individual reward systems 	<ul style="list-style-type: none"> • Access to social skills groups (Time to talk) • 1:1 Emotional support time (identified vulnerable pupils) • CAMHS input • Dual placements (where appropriate) • Provision to support social, emotional and mental well being • Personalised plans • Additional adult support • Trauma Informed Schools UK practitioner support • Educational Psychologist support • Support from The Beacon PRU Outreach team
	<i>Social needs</i>	<ul style="list-style-type: none"> • Adult-led lunchtime games • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support 	<ul style="list-style-type: none"> • Playtime support through adult led games and buddy systems 	
Sensory and Physical Needs	<i>Hearing Impairment (HI)</i>	<ul style="list-style-type: none"> • Flexible seating arrangements • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support • Use of ICT • Resources e.g.,darker pencils • Larger print • Magnifiers • Accessibility software • RNIB book share resources • Communicate in Print resources • Visual timetable 	<ul style="list-style-type: none"> • Specific intervention programmes put in place - supported by specialists • School nursing team 	<ul style="list-style-type: none"> • Specific resources used upon external advice • Individual support during appropriate subjects • Advice from Paediatric Occupational Therapy team • Risk assessments
	<i>Visual Impairment (VI)</i>			
	<i>Multi-sensory impairment (MSI)</i>			

		<ul style="list-style-type: none"> • Signalong 		
	<i>Physical (PD)</i>	<ul style="list-style-type: none"> • Quality First Teaching in PE • Differentiated curriculum, planning, tasks and outcome • In class targeted teacher support • Writing slopes • Talking tins • Pencil grips • Access to ICT • Alternative seating • Support frames and steps/adaptations to the school environment 	<ul style="list-style-type: none"> • Specific intervention programmes put in place (Jimbo Fun, handwriting intervention) • School nursing team 	<ul style="list-style-type: none"> • Specific resources used upon external advice (i.e. wedge support cushion, sloping writing surface) • Physiotherapy programmes (1:1) • Support and advice from Chadsgrove Physical Disabilities Outreach team, Paediatric Occupational Therapist • Risk assessments
	<i>Medical</i>	<ul style="list-style-type: none"> • Flexible seating arrangements • Differentiated curriculum, planning, tasks and outcomes, where appropriate • In class targeted teacher support • Individual Health Care Plans 	<ul style="list-style-type: none"> • In class support for specific subjects or for supporting access/safety 	<ul style="list-style-type: none"> • Advice from health professionals, including specialists • Risk assessments