Kent Catholic Schools' Partnership
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Knowledge-rich, skills-led learning for all
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Partnership of love, ambition, joy and peace

Special educational needs and disabilities (SEND) information report

Model policy template			
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

The aim at St Thomas More Catholic Primary School is that all children will achieve to their full potential both academically and socially.

Quality teaching with adaptive practice is vital to ensure we fulfil this aim for our children. All children are supported by our team of class teachers and learning support assistants. For some children, there may be times when further additional support and/or resources may be needed to help them achieve their targets in school. Our class-based learning support assistants are key to supporting children with additional needs and this is managed closely by the class teachers. This document has been produced to answer questions you may have about the additional support that is being provided to help your child in school.

1. What types of SEND does the school provide for?

Special educational needs and provision can be considered as falling under four broad areas and our school provides for children with the following needs: The following information has been taken from the SEN Code of Practice (July 2014)

AREA OF NEED	CONDITION
Communication and interaction	This category of need includes: • Speech, Language and Communication Needs (SLCN) • Autism Spectrum Disorder (ASD)

Cognition and learning	This category of need includes: • Specific Learning Difficulties (SPLD) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD)
Social, emotional and mental health	This category includes a range of social, emotional and mental health (SEMH) difficulties including Attention deficit hyperactive disorder (ADHD) and Attention deficit disorder (ADD)
Sensory and/or physical	This category of need includes: • Hearing Impairment (HI) • Vision Impairment (VI) • Physical Disability (PD) • Multi-Sensory Impairment (MSI)Hearing impairments

2. Which staff will support my child, and what training have they had?

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Our SENDCo, Miss Hayes, is responsible for the coordination of Special Educational Needs and Disabilities (SEND) across the school. Her role ensures that we follow the SEND Code of Practice**:**
DfES SEND Code of Practice
and that all practices within the school are in line with our SEND Policy, available on our website.

Miss Hayesworks closely with teaching and support staff to ensure that children receive the most appropriate support and resources tailored to their individual needs. A key part of her role involves liaising with external agencies (see section below) to obtain specialist advice and support for pupils. She also ensures that any requests for information regarding individual children are shared with the relevant agencies, and that parents are kept fully informed throughout the process.

In addition to strategic responsibilities, she manages the day-to-day administration of SEND provision. This includes:

- Communicating with parents
- Coordinating visits from external professionals
- Leading meetings to maintain up-to-date information on pupils
- Ordering and tracking SEND resources to ensure maximum benefit for children

The SENDCo has been at our school since September 2026, bringing a wealth of experience to the position. She is a qualified teacher with a BA Honours Degree in Primary Education and has achieved the National Professional Qualification in Special Educational Needs Co-ordination. She regularly attends training to stay informed about current developments, reforms, and initiatives in SEND.

The SENDCo can be contacted via the school office, by phone, or directly by email at:
sen@st-thomasmore.medway.sch.uk

Assistant SENDCO

We have a SEN assistant who works alongside the SENDCo and supports children's learning.

Class and Subject Teachers

Class teachers play a central role in supporting children with SEND. As the professionals who know the children best, they are responsible for delivering teaching and learning experiences that are tailored to each child's abilities and needs. Where additional concerns arise, teachers work in close collaboration with the SENDCO to ensure appropriate support is provided.

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils with SEND. We also engage in external training and support through partnerships with:

- Marlborough Outreach Team
- Fortis Trust Outreach
- Rivermead Inclusive Trust
- Medway Educational Psychology Service
- SEND Station
- Medway Mental Health Team via NELFT
- and other specialist services

These collaborations help ensure that both staff and pupils receive the most effective support and guidance.

Learning Support Assistants LSAs

We have a team of Leaning Support Assistants including two higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All of our LSAs work closely with children who have special educational needs. Many have specialist knowledge, experience and training which is directed to meet individual needs. The LSAs regularly attend training and meetings to update their knowledge. LSAs are trained to deliver interventions such as speech and language programs, precision teaching, reciprocal reading, Dyslexia screening, alphabet arc and sensory circuits. We have one trained ELSA (Emotional Literacy Support Assistant).

In the last academic year, LSAs have been trained in Speech and language awareness, Sensory Circuits, Autism awareness and strategies, Positive Behaviour Support, reciprocal reading as well as in house systems and assessments.

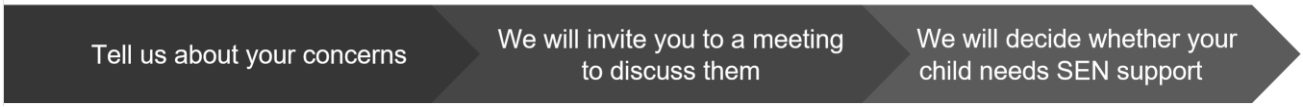
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS also known as NELFT)
- Attendance advisors
- Education welfare officers
- Social services and other LA-provided support services
- Rivermead Inclusive Trust
- Fortis Trust Outreach services
- Marlborough Outreach Team

2. **What should I do if I think my child has SEND?**

   If you have any concerns regarding your child's progress or wellbeing in school, please pop in to speak to the class teacher, who will direct you to our SENDCo for further discussion if this is needed.



If you think your child might have SEND, the first person you should tell is your child's teacher.

Please contact the teacher directly via the reading diary of email to the school office.

Your concerns will be discussed with the SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email:

sen@st-thomasmore.medway.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and monitor progress and attainment closely so that they are aware of any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or behaviours that require enhanced support.

We know a child needs extra help when:

- The parents/carers, teaching staff or the pre-school/ previous school raise concerns.
- Teacher's observations knowledge and experience.
- There is a lack of progress.
- There is a change in the child's behaviour, which impacts on their learning.
- A child asks for help.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has potential emerging SEND needs.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. She will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. She will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

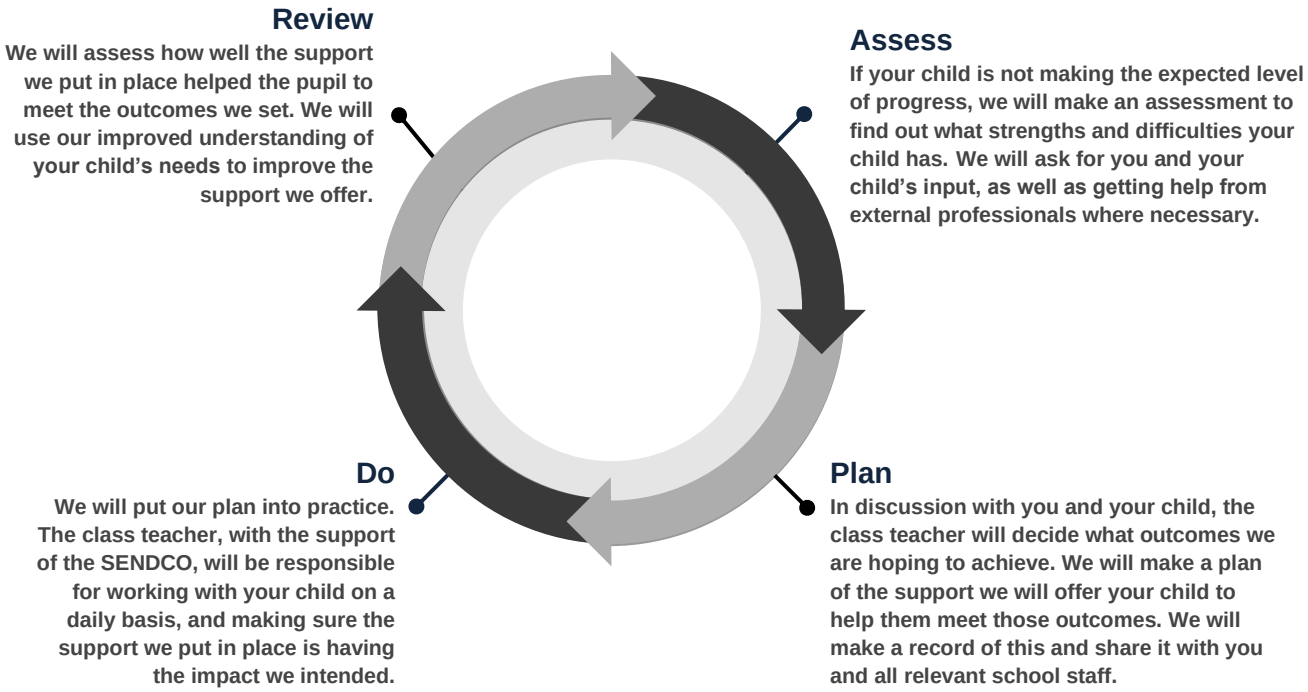
Based on all of this information, the SENDCO will decide whether your child needs SEND support that is additional to or different from quality first teaching. The outcome of this decision will be discussed with you or recorded in writing if requested.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Class teachers have overall responsibility for the planning and teaching of the curriculum for all children, which is monitored by leaders in our school.

You will be kept informed about your child's progress and the support in place through parent meetings (usually held in Terms 1, and 4) and your child's annual school report (Term 6). Teacher assessment

information is sent home three times per year (Term 2, 4 and 6) and pupils on the SEND register receive updated personalised plans three times per ear (Term 1, 3 and 5).

Should your child require additional support, they may be included in a focused intervention group. These will be run by the class teacher or a teaching assistant and will take place either within the classroom or in a quiet area close by. These interventions will usually last for a term (6/12 weeks). Specific, planned interventions may be provided for your child in consultation with the head teacher, during pupil progress meetings or with the SENDCo.

All interventions will be recorded on the class provision map and for children who receive School Support, they will have an individual provision support plan to show the targets they are being supported with in school as previously mentioned.

If you have any queries regarding the provision, please speak to the class teacher in the first instance and then the SENCo.

Occasionally a child or family may need more specialist support from an external agency and as a result may be chosen for discussion at our In School Review (ISR). These meetings are held three times a year and are an opportunity for the SENCo to seek advice and support from external agencies such as the EP (Educational Psychologist). We will inform you, by letter, if your child is going to be discussed. There will also be the opportunity for you to complete a short contribution form to ensure your views are shared, with regard to your child's progress and any concerns you may have. The SENDCo will contact you after the ISR to provide you with a summary of the discussion and the action points.

If a referral to an external agency is recommended, this will be completed in conjunction with parents/carers and then sent on to the relevant agency. Referrals are usually recommended once the school has provided a high level of support for a child over a sustained period of time. In some cases, however, specialist advice may be required immediately due to the nature of the concern e.g. a child who has significant speech and language difficulties.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed on our internal systems. If you have concerns that arise between these meetings, please contact your child's class teacher either via the home reading diary or via the office.

We will provide annual school reports on your child's progress

Your child's class teacher will share information with you at least three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support or if requested

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey, questionnaire etc.

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt and/or differentiate how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed but we encourage independent learning where possible.
- Teaching assistants will support pupils in small groups when when directed by the class teacher and will support in the classroom where possible. Teachers may also lead interventions.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE TYPICALLY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Social skills groups ELSA
	Speech and language difficulties	Speech and language therapy Speech and language link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays IDL SNIP Toe by Toe
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Quiet work areas available Sensory circuits

	Adverse childhood experiences and/or mental health issues	Lunchtime nurture groups ELSA support Counselling Emotional wellbeing team sessions
Sensory and/or physical	Hearing impairment	Specialist teacher support
	Visual impairment	Specialist teacher support Specialist technology
	Multi-sensory impairment	Specialist teacher support
	Physical impairment	Specialist teacher support

These interventions (not exhaustive) are part of our contribution to Medway Authority's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Termly pupil progress meetings

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are accessible to all our pupils.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip to Norfolk.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to ensure they can be included where appropriate.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

The arrangements for the admission of prospective children with a disability and prospective children with SEN are fair and there are a committee of Governors who oversee this process. They follow the guidance strictly. All prospective children whose EHC plan names the school will be admitted before any other places are allocated as per our admissions criteria

13. How does the school support pupils with disabilities?

As a school we are happy to discuss individual access requirements and will, wherever possible, make reasonable adjustments to meet these requirements. The school has an up-to-date Accessibility plan which highlights what we already have in place and the plans we have for future developments. This can be found on the school website.

Facilities and provisions we have at present include:

- Ramps into school and onto the playground to make them more accessible for all children, staff and visitors
- Toilets for adults and children with disabilities.
- Wide doors in most areas of the building.
- Provision of auxiliary aids and services.
- Ensure disabled children can participate in the curriculum through reasonable adjustments and resources
- Improved physical environment to enable disabled children to access all we can provide.
- Quiet areas.
- Sensory and OT resources.
- Sensory Circuits.

14. How will the school support my child's mental health and emotional and social development?

The school offers a variety of pastoral support for all children including those who may be experiencing emotional difficulties or trauma. These include:

- Opportunities for children to talk to members of staff such as the head teacher, teachers, teaching assistants, and midday meal supervisors, if they have any concerns.
- We have an Emotional Literacy Support Assistant (ELSA) who works with the children individually in 6-week blocks (or longer if appropriate) to support emotional wellbeing needs.
- ELSA also provides drop-in sessions and lunchtime clubs.
- Lunchtime clubs for children who find it difficult to cope on the playground. Fun games and activities are made available to help provide children with social skills to enable them to form friendships.
- Play leaders and sports crew who help to create a culture of team work and kindness to eliminate bullying and to look after each other.
- Social skills groups run by LSAs.

• Support from external agencies such as the Emotional Wellbeing Team and outreach support when deemed appropriate.

• We run a lunchtime ELSA club for children who need extra support with social or emotional development during unstructured times.

We use restorative approaches and practice when dealing with any incidents of poor behaviour allowing children time to reflect with a supporting adult and understand how to make amends.

We have a 'zero tolerance' approach to bullying. We support all children when there are incidents of bullying to resolve situations and stop it. We promote anti-bullying behaviours with our strong caring and respectful ethos.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

St Thomas More Catholic Primary School understands that moving schools can be a challenging experience and, therefore has strategies in place to support this transition. These include:

• Meetings between the pre-school or receiving school prior to the child starting/leaving, wherever possible.

• Our Early Years teachers and SENDCo where appropriate, will visit the main feeder pre-schools/nurseries.

• Additional visits as well as the usual induction procedures will be arranged for any children who may need extra time in their new school.

• Transition booklets will be provided for all children so they have visual aids prior to starting – these will include photographs of the new teacher/classroom and other areas of the school.

• We also use outreach services to support children with SEN as they move to secondary school.

• The SENCo liaises with the receiving school's SENCo to share information regarding any children with special educational needs.

• Separate meetings area arranged with secondary school staff, the parents/cares and where appropriate the pupil, for children with more complex needs.

• Secondary School staff visit Year 6 pupils and staff.

• Buddy systems with older children in the school can be put into place to support the younger children on the playground.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- PCARs, PEPs etc will invite the new teacher to attend
- Planned lessons with the incoming teacher towards the end of the summer term
- Build relationships between the child and the new teachers
- Transition books and visuals when needed • Class teachers will hold detailed and robust "hand up" meetings and provide all necessary documents and records

Between schools

We will share information with your child's new school if you move mid-year.

• Between phases (for primary schools)

• The SENCO of the secondary school will meet with Miss Hayes at either placement. They will discuss the needs of all the children who are receiving SEND support and records will be shared.

• Children will be prepared for the transition by:

• Practicing with a secondary school timetable

• Learning how to get organised independently

• Marlborough Outreach Team may visit to provide specialist support for transition

• Additional support will be put in place for children who need this

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Murphy is the designated teacher for looked-after children and previously looked-after children here. (DLACT) She alongside Miss Hayes the SENDCo will endeavor to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. Mrs Murphy will also attend all LAC meetings. Our school is a trauma informed school and the staff are all equipped to support all children. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy. https://st-thomasmore.medway.sch.uk/media/4tgg1rfa/june-26-complaints-policy.pdf

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

More information about disagreement resolution and mediation services in the Medway Local Authority area here.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your Medway's local offer. Medway LA publishes information about the local offer on their website: https://www.medway.gov.uk/info/200307/local_offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.medway.gov.uk/pbs

https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/

https://www.medwayadvice.org.uk/

https://www.healthwatchmedway.com/

Local charities that offer information and support to families of children with SEND are:

KIDS • https://www.kids.org.uk/

https://www.contact.org.uk/

https://councilfordisabledchildren.org.uk/

https://www.scope.org.uk/

https://www.disabilityrightsuk.org/

https://www.mencap.org.uk/

https://www.familyfund.org.uk/

https://www.dlf.org.uk/

https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages