Special educational needs (SEN) information report

Willowdown Primary School

Approved by:	Headteacher	**Date:** November 2025
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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 special educational needs 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 https://www.willowdownprimaryschool.org.uk/

You can ask a member of staff to make a copy of the policy.

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.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

SENCO (Special Educational Needs Co-Ordinator.

The SENCO is Mrs Cross.

Mrs Cross has been a qualified teacher for 25 years and has taught in a wide range of schools throughout the UK and in Service Children's Education abroad. She worked as a SENCO in South Bristol and then in another school within Somerset previous to her role here at Willowdown. Mrs Cross is a qualified SENCO

having achieved the National Award of Special Educational Needs Co-ordination in November 2023 with Plymouth University.

Appointments can be arranged with Mrs Cross via the school office by either emailing info@willowdownprimaryschoool.org.uk or calling **01278 558758.** She is available on Mondays, Tuesdays & Wednesdays.

Mrs Cross is supported by the inclusion team which is:

Sam Gardner – PFSA, DDSL & ELSA

Teri Loader – Behaviour Lead and Thrive Practitioner

Katie Sharp – Headteacher

Chantelle May – Deputy Headteacher

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Our teachers have all attended safeguarding and prevent training.

Teaching assistants (TAs)

Our TAs and HLTAs are trained to deliver SEN provision and interventions. The TAs receive weekly training from the SENCO. Our TAs have all attended safeguarding and prevent training.

In the last academic year, some of our TAs have been trained in Mental Health support, Relational approaches, Precision Teaching, Lego Therapy, Circle of Friends and Talkboost.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include, but are not limited to:

Speech and language therapists

Educational psychologists

Occupational therapists

Local Authority SEND team

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other local authority (LA) provided support services

Voluntary sector organisations

EAL advisors (English as an Additional Language)

Young Somerset – Mental Health Support Team

SENDIAS

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. You can get in touch with your class teacher via DOJO, emailing or calling the office or catching them at the door at drop off/pick up to make an appointment. They will pass the message on to our SENCO, Shonah Cross, who will be in touch to discuss your concerns. You can also contact the SENCO via the office.	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 SEN 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 SEN support?

At Willowdown Primary School, we support an inclusive approach and follow the graduated response. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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 tuition to try to fill it. Pupils who don't have SEN 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They 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. They will also compare your child's progress and development with their peers and available national data. The SENCO 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.

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

Inclusive approach:

To be as inclusive as possible, all teachers are expected to make reasonable adjustments to the teaching and resources, across the curriculum, based on pupils' needs. Every classroom uses the Somerset Graduated Response Toolkit to scaffold lessons and encourage independence as much as possible.

Graduated Response:

As part of the graduated response, teachers need to provide evidence for assessing need (this may come directly from the SENCO), planning how to help, implementing this plan and then reviewing. To effectively implement the graduated response Willowdown follows the below waves of intervention:

Wave 1:

Criteria for Wave 1: Any pupil who requires reasonable adjustments within the class and who requires additional strategies to be able to make progress, these strategies will remain in place throughout the pupil's time at Willowdown:

- Pupils with ADHD who require consistent strategies that will never be removed such as movement breaks, brain breaks, broken down instructions.

- Pupils with dyslexia who require consistent strategies such as coloured overlays or books, use of a laptop, or touch-typing intervention.
- Pupils with working memory difficulties who require strategies to reduce cognitive overload such as through the use of task checklist.
- Pupils with previous social, emotional and mental health challenges who no longer require intervention but remain a focus pupil. This might be seen after a challenging time at home has passed e.g. parents splitting.

Wave 2:

Any pupil that, despite use of the strategies from wave 1 are not making expected progress and require input from any outside agency including; speech and language, occupational therapy, physiotherapy, medical plans from GP. These pupils will require some form of intervention outside the classroom and will have an Individual Learning Plan on Edukey which might include:

- Precision teaching
- Phonics
- Inference intervention
- Speech and language targets delivered by either an LSA or speech and language therapist
- Daily 1:1 reading with an adult
- Post teach or pre-teach sessions
- Sensory circuits
- Any behaviour plans
- Thrive or ELSA

These children will be on our SEND register with or without a diagnosis. If, despite heavy intervention and after regular reviews that show progress is still not being made, then a child would move to Wave 3 (see below).

There will be some children who will remain on this level of support for 1 or 2 terms before making expected progress or difficulties are reduced. At this point, pupils would no longer require a learning plan and would be placed on the SEND watch list so that additional support could be added if progress began to slow or new difficulties arose. Teachers must inform the SENCO if this is the case.

Wave 3:

This is any pupil, who despite heavy intervention and after more than 3 cycles of the Plan–Do–Review process, is not making expected progress or is regressing in their abilities. Pupils at Wave 3 will usually be 2 or more years behind their age-related expectations. SENCO will usually involve an educational psychologist at this point.

At this point, the pupil would receive a Support Plan made by the SENCO, parents/guardians and class teacher. A pupil at Wave 3 may also have an Education, Health, Care Plan (EHCP) or be attending Alternative learning Provision, e.g. Hospital Education for medical needs.

EHCPs are legal documents that outline provisions a pupil must receive to access any learning. EHCPs are reviewed annually with multiple outside agencies, parents/carers, LSAs, teachers and SENCO. It is a teacher's responsibility to create short-term targets for the outcomes of the EHCP. These short-term targets will be set on the pupil's Individual Learning Plan and reviewed 3 times a year.

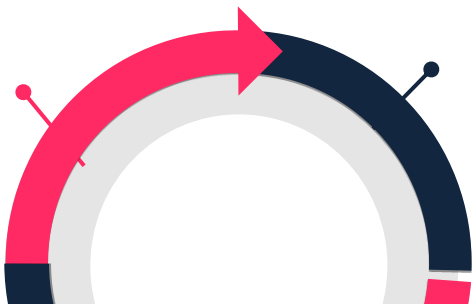
5. How will the school measure my child's progress?

At Willowdown we use Provision Map to follow a 'graduated approach' to meeting your child's needs.

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

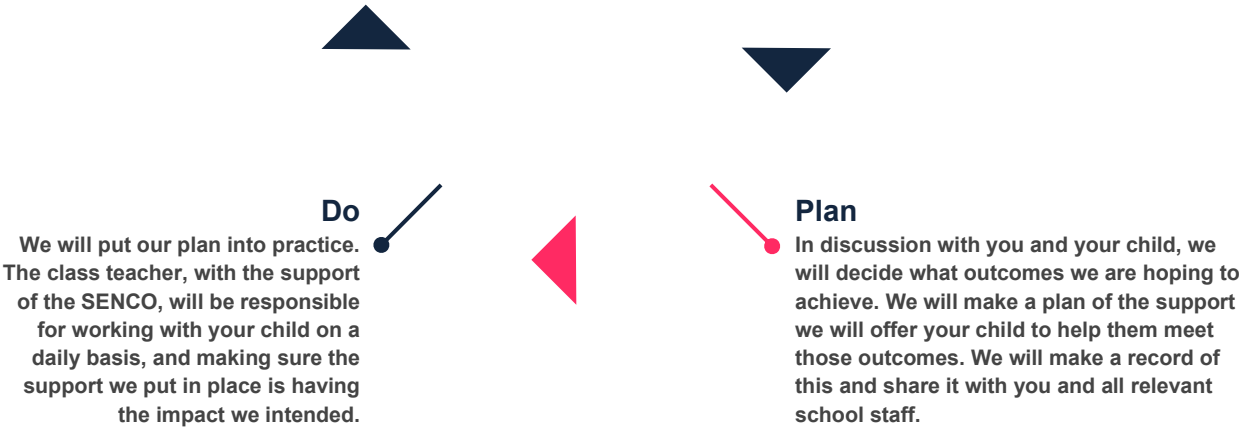
Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.



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 SEN 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?

We will provide an annual report on your child's progress.

Your child's class teacher will meet you three times a year to:

Set clear outcomes for your child's progress – these will be SMART (Specific, Measurable, Achievable, Realistic and Timely) targets.

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 SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So 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 SEN 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. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this via DOJO, emailing the office at info@willowdownprimaryschool.org.uk or speaking to your teacher at drop off/collection to make an appointment.

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 2 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

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

Your child's teacher is 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 differentiate/scaffold (or adapt) how we teach to suit the way the pupil works best. There is no '1 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:

Differentiating and scaffolding 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.

Differentiating 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 may support pupils on a 1-to-1 basis or small groups depending on need, activity or specification of an EHCP.

We may also provide the following interventions:

- RWI
- Lego therapy
- Circle of Friends
- Talkabout
- Talkboost
- Pre/post teach & catch-up targeted groups

- Precision teaching
- ELSA
- Forest school
- Sensory circuits
- Thrive

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Wobble cushions Social communication groups
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Adaptable resources e.g. pens, pencils, scissors Text to speech – use of IT Task sheets to prevent cognitive overload. Chunking instructions. Bespoke interventions e.g. RWI, Precision Teaching.
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Concentration aids Wobble cushions Movement breaks Sensory Circuits Forest school
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Thrive
Sensory and/or physical	Hearing impairment	Careful placement within classroom to aid hearing. Following specific guidance from Health care professionals and LEA support – Assess and Assist Technology Team.

	Visual impairment	Limiting classroom display. Following specific guidance from Health care professionals and LEA support – Assess and Assist Technology Team.
	Multi-sensory impairment	Sensory processing guidance from LEA. Following specific guidance from Health care professionals and LEA support – Assess and Assist Technology Team.
	Physical impairment	Specific aids and technology to support access to learning and with recording. Following specific guidance from Health care professionals and LEA support – Assess and Assist Technology Team.

These interventions are part of our contribution to Somerset's local offer.



https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Specialist SEND Base (Social Communication and Emotional Regulation)

Willowdown Primary School hosts a Specialist SEND Base for children and young people whose primary area of need is Social Communication and Emotional Regulation. This provision is designed for pupils who have significant social communication needs, including autism, and difficulties with emotional regulation, but who do not have significant cognition and learning needs. Pupils are generally able to access a curriculum that is broadly in line with age-related expectations, although support is carefully tailored to meet individual needs. Many pupils benefit from specialist neurodivergent-friendly teaching approaches, a low-sensory environment, support with executive functioning, and a flexible curriculum that enables them to succeed both academically and socially. Some pupils may experience high levels of anxiety and avoidance, while others may present with behaviours linked to feeling overwhelmed.

Placement within the Specialist SEND Base is only available to children with an Education, Health and Care Plan (EHCP) and all placements are determined by the Local Authority through the EHCP consultation process. The base is fully managed by Willowdown Primary School, which is responsible for the recruitment and management of staff, the training and professional development of the team, and the delivery of high-quality education and support for all pupils attending the provision. The base works closely with the wider school community to promote inclusion and ensure pupils have opportunities to learn alongside their peers wherever appropriate.

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 targets each term

Reviewing the impact of interventions after 4-6 weeks

Using pupil questionnaires

Monitoring by the SENCO – via Provision Map.

Tracking progress through pupils' progress meetings.

Holding an annual review (if they have an education, health and care (EHC) plan)

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 teaching 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 sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports days, school performances, and special workshops that the school may run.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Where a school is named in a child's Statement of Special Educational Needs or Education, Health and Care Plan, the Admission Authority for the school is legally required to admit the child to the school. Such children will therefore be allocated places at the named school before the oversubscription criteria is applied. If a school receives more applications than the admission number, the oversubscription criteria will be used to determine who will be allocated places. All applications will be ranked in accordance with the criteria given in order of priority.

1. Children Looked After – Children who are in the care of a Local Authority or have previously been and are now formally adopted or subject to a residence/child arrangement order or special guardianship order.

2. Children living in the catchment area, with a sibling at the school at the time of admission, and who live at the same address.

3. Children living in the catchment area, without a sibling at the school at the time of admission.

4. A) Children of staff employed by the school for at least two years prior to the application closing date. B) Children of staff employed by the school recruited to fill a vacant post for which there is a demonstrable skill shortage.

5. Children not satisfying a higher criterion.

If in categories 1-5 above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. Distance is measured in a straight line by a Geographical Information System (GIS) method from the geocoded point of the school site to the geocoded point of the pupil's home. Random allocation undertaken by the local authority or another body unconnected with the Academy Trust will be used as a tie-break to decide who has highest priority for admission if the distance between a child's home and the academy/free school is equidistant in any two or more cases.

13. How does the school support pupils with disabilities?

The whole of Willowdown Primary School's building is wheelchair accessible. The Hearing Impairment Support team have surveyed the school to ensure that it is accessible for anyone with a hearing impairment. Each room has been tested for acoustics. There are two disabled toilets with a shower and hoist fitted in one. There is a therapy room used primarily for access to sensory equipment.

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

The school's accessibility policy can be found on the website.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

We provide extra pastoral support for listening to the views of pupils with SEN by providing check-ins and Thrive support.

We run a nurture club for pupils who need extra support with social or emotional development at lunchtimes.

We have four licensed Thrive practitioners who work with children either 1:1 or in small groups.

We have a trained ELSA who works with children either 1:1 or in small groups.

We have a Senior Mental Health Lead who oversees the school's mental health team, which promotes good mental health and organises activities to enrich our children's lives.

We have a ‘zero tolerance’ approach to bullying. We prevent bullying in the school by:

- Creating an inclusive and safe environment where pupils can develop meaningful friendships and avoid bullying.
- Making it easy for pupils to report bullying, including things that happen outside school – by fostering good relationships with our pupils through mutual trust and openness.
- Giving children the vocabulary and opportunity to openly discuss bullying.
- Ensuring that the whole school community knows the signs of bullying.

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

Between years

To help pupils with SEN 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 SEN is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

Create an enhanced transition for those pupils who may need it – carefully building relationships with the new teacher/TA, where possible, in the summer term.

Ensuring that personal workstations, resources needed etc are replicated in the new classroom and the child knows where they are.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

Enhanced transition – extra sessions may be available from the secondary school.

Practising with a secondary school timetable

Learning how to get organised independently

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

Shonah Cross is the Designate Teacher for looked-after and previously looked-after children. She can be contacted via the office at info@willowdownprimaryschool.org.uk or by calling the office on 01278 558758.

Shonah Cross will work with the teachers to ensure that they all understand how a looked-after or previously looked-after pupil’s circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN 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 SEN support?

As a parent/carer our hope is that a discussion with the appropriate member of staff would normally resolve your concern (including actions that can be taken to resolve any concerns, possibly including an apology) or you will be provided with an explanation on the situation. If you feel that your concern has not been resolved at this informal stage then you have the option of making a formal complaint

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints procedure.

If you are not satisfied with the school's response, you 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 SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, 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.

In Somerset to discuss or request independent disagreement resolution please phone Global mediation on 0208 4411355 or email **info@globalmediation.co.uk**

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

If you have questions about SEN, 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 Somerset's Local offer. Somerset publishes information about the local offer on their website:



https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found here at https://somersetsendias.org.uk/

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

Somerset Parent Carer Forum https://somersetparentcarerforum.org.uk/

Somerset Parent Carer Forum is a parent led organisation, with all the people leading our working having a child or young person between birth to 25 years with additional needs and/or disabilities.

Somerset Big Tent https://www.somersetbigtent.org.uk/

Somerset Big Tent is a partnership of Charities, Charitable Incorporated Organisations and Community Interest Companies. These are *VCSE** organisations that provide a range of services including positive activities, therapeutic services and specialist support to increase positive wellbeing and improve mental health within children and young people aged 5-25 in Somerset.

Young Somerset https://www.youngsomerset.org.uk/

Young Somerset is the largest youth and community support charity in Somerset, providing a range of bespoke services for young people and their families to suit the needs of the communities we operate in.

National charities that offer information and support to families of children with SEN are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN

Graduated approach – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. 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

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages