Special educational needs (SEN) information report

Plumpton Primary School – Skylark Federation

Approved by:	[FGB]	**Date:** 10.07.25
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Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 4
3. What should I do if I think my child has SEN? 5
4. How will the school know if my child needs SEN support? 6
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 8
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 14
10. How will the school resources be secured for my child? 14
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 15
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 15
13. How does the school support pupils with disabilities? ..... **Error! Bookmark not defined.**
14. How will the school support my child's mental health and emotional and social development? . **Error! Bookmark not defined.**
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 15
16. What support is in place for looked-after and previously looked-after children with SEN? 16
17. What should I do if I have a complaint about my child's SEN support? 16
18. What support is available for me and my family? 17
19. Glossary 17

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.plumpton.e-sussex.sch.uk/web/send/613843

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.

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

Our school provides for pupils with the following needs:

FIVE AREAS OF NEED FROM THE 2026 Schools White Paper (*Every Child Achieving and Thriving*)	**CONDITIONS**
Executive Function This category replaces general "cognition" labels by targeting the brain's command centre skills. It covers a child's capability to track, process, and act on information. • **Attention:** Staying focused on tasks and shifting focus when instructed. • **Working Memory:** Holding and working with multi-step instructions. • **Managing Impulses:** Emotional and behavioural self-regulation in the classroom. • **Planning and Organisation:** Gathering materials and sequencing steps to complete tasks. • **Cognitive Flexibility:** Adjusting when routines change or a mistake is made.	-Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia -Moderate learning difficulties -Severe learning difficulties - Attention-Deficit/Hyperactivity Disorder (ADHD) & Autism
Speech, Language and Communication This covers both how a child understands the world around them and how they express their own thoughts. • **Receptive Language:** Comprehending spoken words, texts, and social cues. • **Expressive Language:** Formulating sentences, using speech sounds, and articulating needs. • **Social Communication:** Understanding the unwritten rules of conversation, interaction, and peer play.	-Speech and language difficulties including **-Speech Sound Disorders (SSD):** Difficulties in physically producing specific letter sounds (articulation) or using sound patterns correctly (phonological disorders). **-Stammering / Stuttering:** Disruption in the flow, rhythm, and speed of speech, including sound repetitions and involuntary pauses. **-Verbal Dyspraxia / Apraxia of Speech:** A neurological profile where the brain struggles to coordinate the muscle movements needed to form words. **-Dysarthria:** Weakness or lack of control in the speech muscles, often linked to physical conditions like Cerebral Palsy. **-Voice Disorders / Dysphonia:** Structural or functional issues affecting vocal cords, resulting in persistent hoarseness, volume drops, or loss of voice. -**Autistic Communication Profiles:** Navigating unwritten social communication norms, interpreting facial expressions, or handling literal interpretations of language

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Social, Emotional and Mental Health (SEMH) Rather than framing behavioral issues as deficits, this area assesses how a child relates to themselves, their peers, and their surroundings. • **Internalised Factors:** Managing internal barriers like school anxiety, masking, withdrawal, or low mood. • **Externalised Factors:** Handling frustration, conflict resolution, and visible distress. • **Social Connections:** Building positive, healthy relationships with peers and teachers.	-Anxiety Disorders -Emotionally Based School Avoidance (EBSA) -Depression and Mood Lows -Trauma and Attachment Conditions -Neurodivergent Dysregulation: Emotional meltdowns or overstimulation linked to underlying Autism or ADHD -Oppositional and Conduct Traits: Frequent displays of explosive anger, frustration, defiance, or reactive aggression -Impulsive Conduct: An inability to self-regulate reactions during peer conflicts or high-stress transitions
Sensory Development This maps how a child experiences and reacts to the physical environment of a school. • **Sensory Processing:** Processing sound, light, textures, and noise levels in busy classrooms. • **Environmental Interaction:** Coping with high-stimulation environments like corridors or dining halls. • **Impairments:** Direct structural accommodations for diagnosed visual (VI), hearing (HI), or multi-sensory impairments (MSI).	-Hearing impairment -Visual impairments -Sensory processing differences linked to Autism or ADHD
Motor and Physical This category gathers all elements of physical navigation, physical wellness, and spatial coordination. • **Fine Motor Skills:** Handwriting, using scissors, typing, and manipulating small classroom tools. • **Gross Motor Skills:** Core strength, balance, walking, and safely navigating school stairs or playground spaces. • **Physical Disabilities:** Managing specific healthcare routines, equipment (like wheelchairs), and physical access to buildings.	-Dyspraxia - Cerebral palsy - Muscular dystrophy -Juvenile idiopathic arthritis -Motor tics -Spinal bifida - Ehlers-Danlos syndrome -Severe chronic conditions causing significant physical fatigue

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

Our special educational needs co-ordinator, or SENCO

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At Plumpton Primary School, our SENCO is Mrs Claire Keeley.

She was awarded the National Award in Special Education Needs Coordination qualification in 2022. Mrs Keeley has been a qualified primary teacher since 2005 and has taught across the primary key stages. Mrs Keeley was the SENCO in Brighton and Hove before beginning work for Skylark in 2026.

Mrs Keeley works at Plumpton twice a week to manage SEN provision; currently Wednesdays and Thursdays. For urgent enquiries, please contact Mr Luke Sibson, Head of School.

Class teachers

All of our teachers receive on-going in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. Recently, the Skylark Federation teaching team have benefitted from a year's worth of on-going training delivered as part of the PINS project. PINS stands for Partnerships for Inclusion of Neurodiversity in Schools. It is a national project, funded by NHS England. The PINS (Partnership for Inclusion of Neurodiversity in Schools) project in East Sussex has delivered tailored training to support neurodivergent children (including those with autism and ADHD).

Teaching assistants (TAs)

We have a dedicated and highly skilled team of TAs, including a higher-level teaching assistant (HLTA), who are trained to deliver SEN provision.

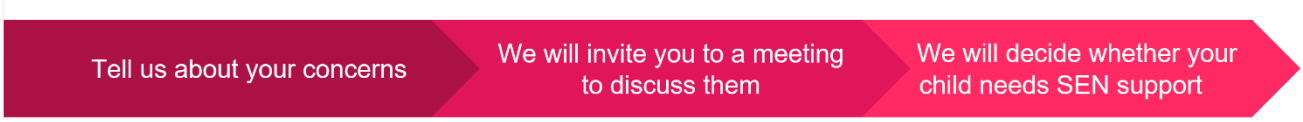
In the last academic year, TAs have also benefitted from the PINS project.

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:

- CITE- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians- Right to Choose
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local authority (LA)-provided support services (such as CLASS (Communication, Language Autism Support Service) and TASS (Team Around School and Setting)) and The Inclusion and Alternative Provision (INCAP) Team supports children and young people at risk of permanent exclusion.
- Voluntary sector organisations

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



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

Please email the office who will direct to the class teacher or arrange a meeting with your child's class teacher via the office in the first instance.

plumptonoffice@skylarkfed.education

They will pass the message on to our SENCO, Claire Keeley, who will be in touch to discuss your concerns.

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.

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

Following this we may decide that your child needs a Learning Plan. This is to support your child with targets to work towards and the provision that will be put in place for them to reach their target. (Please ask Mrs Keeley for a more detailed breakdown if required.)

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

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 or seem to be having difficulty with their executive function, social and emotional wellbeing or mental health or are experiencing difficulties with communication and interaction.

We identify SEN in many different ways. Please see the following:

Monitoring Academic Progress:

in their academic work. If the pupil is falling behind, they are discussed in a Pupil Progress meeting. Steps are then taken to try to find out if the pupil has any gaps in their learning. They will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

Classroom Observations:

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

Screening Tools and Standardised Assessments:

Your child's class teacher or a teaching assistant may carry out a Speech and Language assessment/dyslexia screener, dyscalculia, Autism or ADHD screener to pinpoint and identify exact areas of need.

Collaboration and Referrals:

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 or educational psychologist.

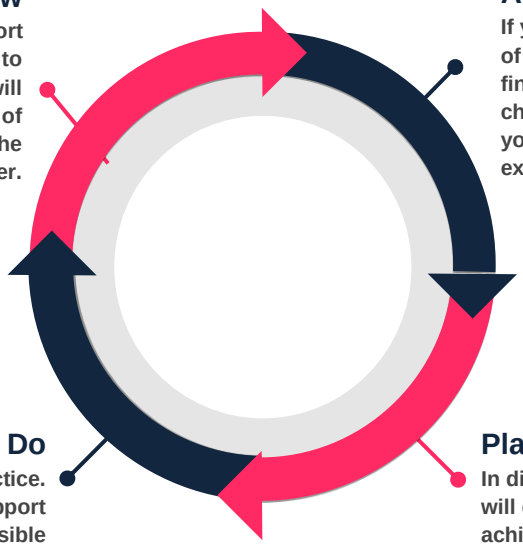
Using all of this information, and the results of short-term interventions, the SENCO and class teacher will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with class teachers and you as a family to create a Learning Plan for them.

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

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

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

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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.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

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.

As a part of the planning stage of the graduated approach, we will set success criteria of what your child is aiming to 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 success criteria 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 review your child's Learning Plan and the targets within it 3 times a year. If needed, new targets will be added or previous targets will be amended; some targets may remain if your child is making progress but needs a little more time to achieve them. These will be written in line with any reports from external agencies so that we are incorporating these into your child's learning.

Your child's class teacher will discuss progress at least 3 times a year. During these meetings or phone consultations, you can expect to discuss the following:

- Set clear success criteria for your child's progress
- Review progress towards the success criteria
- 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

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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 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.

If you have concerns that arise between these meetings, please contact your child's class teacher by emailing the school office – plumptonoffice@skylarkfed.education.

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
- Discuss their views with a member of staff
- Complete a pupil voice

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

Please find link to Accessibility Report here: https://www.plumpton.e-sussex.sch.uk/web/accessibility_plan/612802

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

High quality adaptive 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 also make sure that your child has access to Universally Available Provision (UAP) so they can successfully access their learning.

We will provide adaptations or scaffolds 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:

- Streaming our curriculum to make sure all pupils are able to access it, for example, by grouping for phonics and maths.
- Occasionally offering back-classing if all parties feel it is in the child's best interests.
- 1-to-1 work or small group work. Teachers/Teaching assistants can support on a 1:1 basis if there is significant and sustained high need preventing children from accessing the curriculum.
- 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.
- Teachers dynamically assess the understanding of children and respond to and address any misconceptions, or misunderstandings, through the delivery of same day assembly interventions.

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We may also provide the following interventions:

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		of the whole class to reduce performance anxiety. **-Social Stories and Comic Strip Conversations**: Use of simple illustrated scripts to explicitly teach unwritten social rules, such as taking turns or joining a game. **-Literal language checks**: Adults avoid using idioms, metaphors, or sarcasm (e.g., "Pull your socks up"), or explicitly explain their true meaning if used.

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		choices the child could make next time. **Important job/role** pupil has a specific, valued job
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Motor and Physical This category gathers all elements of physical navigation, physical wellness, and spatial coordination. • **Fine Motor Skills:** Handwriting, using scissors, typing, and manipulating small classroom tools. • **Gross Motor Skills:** Core strength, balance, walking, and safely navigating school stairs or playground spaces. • **Physical Disabilities:** Managing specific healthcare routines, equipment (like wheelchairs), and physical access to buildings.	-Dyspraxia - Cerebral palsy - Muscular dystrophy -Juvenile idiopathic arthritis -Motor tics -Spinal bifida - Ehlers-Danlos syndrome -Severe chronic conditions causing significant physical fatigue	**- Alternative writing tools and adapted stationery:** Chunky pencils, pencil grips, or weighted pens to reduce hand strain, spring-assisted scissors, writing slope **-Digital alternatives:** Speech-to-text software, touchscreens, or adapted keyboards for typing task **-Movement breaks:** regular, short "brain breaks" or stretching intervals to manage physical stiffness **Wobble cushions:** dynamic seating options to support core stability and focus at desks. **-Safe transitions:** child to leave lessons 5 minutes early to navigate corridors safely if needed. **-Targeted PE adaptations:** games using larger, lighter balls or shorter distances to maintain inclusion.

These interventions are part of our contribution to East Sussex'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 success criteria each term
- Reviewing the impact of interventions termly
- Using pupil voice and questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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

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- 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 and reasonable adjustments will be made to ensure they are fully accessible.

All pupils are encouraged to go on our school trips, including residential trips (for example, to Bowles).

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

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?

Plumpton Primary School is an inclusive school. Reasonable adjustments will be made to enable the admission of pupils who meet the criteria of the Disability Discrimination Act 2005. If your child is disabled or has a medical condition, you should discuss the matter with the Head of School. Please note, we like as much information as possible about your or your child's disabilities, this helps us to make access to learning, for pupils and parents, as good as possible.

For further information about admissions can be found here: https://www.eastsussex.gov.uk/education-learning/schools/apply-for-a-school-place/read-our-policies/proposed-arrangements-2026-2027

13. 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 and a thorough handover is done.
- Children go home with a getting to know your new teacher postcard that they are encouraged to take these home over the summer to share with parents/carers.
- If it is needed, bespoke sessions can be provided to offer a gradual transition to children and an opportunity to get to know their new teacher.
- Have a whole school 'moving up' morning/afternoon, where the children can meet their new teachers and teaching assistants in their new classroom. We also hold a 'meet the teacher' event for parents towards the end of the final term (term 6).
- To support children, they are provided with a transition booklet with photos of their new classroom and of the new staff. They are encouraged to take these home over the summer to share with parents/carers.

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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:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- If needed, pupils can have extra transition sessions with the local secondary schools, where the pupils actually get to attend the school for a few hours across multiple days.

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

Claire Keeley will ensure that all teachers 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.

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

Please find a link to the school's Complaints Procedure here: https://www.plumpton.e-sussex.sch.uk/web/complaints_procedure_/325884

Complaints about SEN provision in our school should be made to Mr Luke Sibson, Head of School, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils 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.

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16. 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 East/West Sussex's local offer. East/West Sussex publishes information about the local offer on their website:

Please find link to East Sussex Local Offer below:

https://localoffer.eastsussex.gov.uk/

Please also find information and a link to the Family First Programme

Family First Programme | East Sussex County Council

Please find link to West Sussex Local Offer below:

https://www.westsussex.gov.uk/local-offer/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

East Sussex: https://amazesussex.org.uk/sendiass/

West Sussex: https://westsussexsendias.org/

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 5 areas of need describe different types of needs a pupil with SEN can have.
- **Back-classing-** refers to the educational practice of holding a student back to repeat an academic year, placing them in a year group younger than their chronological age. It is also known as "deceleration" or "back-yearing," and is typically done for developmental, health, or special educational needs (SEN) reasons.
- **CAMHS** – child and adolescent mental health services
- **Adaptive teaching** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment (EHCNA)** – 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 (EHCP)** – 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

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- **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
- **Success Criteria** – the desired outcome from a target set for improvement for pupils. 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
- **Universally Available Provision (UAP)** Universally Available Provision is the foundation of inclusive education. It refers to the standard, high-quality teaching, environmental adaptations, and support strategies that all schools and educational settings are expected to provide for *all* children, including those with Special Educational Needs and Disabilities (SEND).

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