

# Welcome to Year 3



# A little bit about us...

**Classteacher** - Overall responsibility for the class

Miss Roper

**Additional Adults**

Mrs Haylock – Tuesday and Thursday afternoons

**Teaching Assistants**

Additional adults will also support learning in our classroom.



# Daily Routines / Timetables

## **P.E.**

Tuesday and Thursdays

*However, this may change at short notice or additional 'dance fitness' may happen on other days*

## **Swimming**

Summer Term

## **Guitar and Woodwind**

Opportunities to start lessons are planned for the Spring Term

## **Clubs**

Opportunities to start clubs are planned for the Spring Term



# Reading in Year 3

Reading is one of the most important parts of your child's development!

**15 minutes a day minimum** – *This can be the coloured banded books we send home, books from the class library or other books your child is reading at home.*

**Reading record must be completed daily**

*Date/how long read/new words (these may not be brand new words – these can be words children cannot articulate the meaning of without using the word being defined)*

Useful websites:

- <http://www.lovereadings4kids.co.uk>

- <http://www.readingzone.com/>

- <https://www.waterstones.com/campaign/books-of-the-month>



Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000		
2	0	0		

Based on reading level, ~300,000 words

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).



# Homework

## Reading Books (Sent home on Monday and back to school on Friday)

- It is important for your child to read aloud daily to an adult.
- Books will be sent home to read on a Monday.
- Books need to be back in school on a Friday morning to allow enough time to ensure safe use for them again by other child the following week.
- Please complete the reading record with your child where possible.
- Reading Owls Website can be used for additional electronic books.

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=Age+7-9&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+7-9&level=&level_select=&book_type=&series=#)

(Please make sure you try to stick to the colour bands suggested by school).

*Our first reading books will be sent home on Monday 21<sup>st</sup> September.*



# Homework

## **Spellings – Set on Spelling Shed Website/Sent home on a Monday**

Spellings will be sent home in the reading record and set electronically on Spelling Shed. They can be practiced on the spelling shed website, in the reading record or on separate pieces of paper. *Spelling homework starts on Monday 21<sup>st</sup> September. Watch out for logins.*

## **Maths Shed Activities Set each Monday**

Online activities will be set each week. Please let me know if your child cannot access these at home. *Maths Shed homework starts on Monday 21<sup>st</sup> September. Watch out for logins.*

## **Please note...**

Additional homework may start to be set via Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.

Watch out for logins for Google Classroom at some point this half term.



# Our Year 3 Timetable

YEAR 3 AUTUMN 1 2020



	8:50/9-9:30	9:30 - 10:40	10:40 - 11:00		11:25 - 12:20		1:25 - 2:15	2:15 - 3:05	
Monday	Phonics	English	PSHE	11:00- 11:25 - Break Time including handwashing	Maths	12:20 - 12:45- Lunchtime, 12:45 - 1:15 - Playtime, 1:15 - 1:25 - Handwashing	Class Novel 1:25 - 1:40	Topic 1:40 - 3:00	
Tuesday	Whole Class Reading	English	PSHE		Maths		RE/Spanish Mrs Haylock	Outdoor Games 2:20-3:00 Mrs Haylock	
Wednesday	Phonics	English	PSHE		Maths		Class Novel 1:25 - 1:40	Science/ICT 1:40 - 2:15	Science
Thursday	Whole Class Reading	English	PSHE		Maths		Music/Spanish Mrs Haylock	Outdoor Games 2:20-3:00 Mrs Haylock	
Friday	Phonics	English	PSHE		Maths		Class Novel Whole Class Read 1:25 - 1:55	Art/DT 1:55 - 3:00	



# What your child needs to have in school

## Autumn Term

- Your child must wear 'active wear' to school. This should include trainers that your child can fasten themselves. Please be mindful of the weather as we move into winter.
- *School Uniform: We will be moving towards full school uniform after October half term. Please wait for further communication from the Office before contacting them about uniform orders.*
- Your child needs a jumper or hoodie **every day** as the classroom is cooler when our windows are open.
- Your child needs a waterproof coat **every day**.





# What your child needs to have in school

## Autumn Term

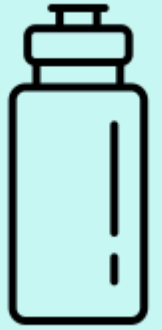
- Your child needs to keep a face mask/scarf in school for first aid purposes.
- Your child may keep a wash bag in school with soap and moisturiser.
- A healthy **nut-free** snack in their **coat pocket**.
  - A lunchbox if your child has packed lunches.

An illustration at the bottom of the page shows a boy and a girl running happily on a green grassy hill. The boy is on the left, wearing a brown shirt and dark pants. The girl is on the right, wearing a red dress. In the background, there are white clouds and a small brown dog running on the right side of the hill.

• ***If your child has a school dinner, please ensure you have made the menu selections on time.***

- **Inhaler** (if needed)

# Water Bottles



**From Monday 21<sup>st</sup> September** the procedures for water bottles will change:

- In the morning, children will place their water bottles (filled and cleaned at home) into a container on their lunch trolley.
- Water bottles will then be cleaned and distributed in class.
- Water bottles will be taken home at the end of each day and returned each morning.

**Please note...**

**Only water should be put in the water bottles and only the red bottles, issued by school, should be used as water bottles.**



# Other reminders...

- **Birthday Sweets** – Unfortunately at this time, children will not be able to bring in sweets on their birthday as in previous years.
- Children **don't** need their own stationery, we have provided your child with their own pencil case with all the equipment they need.



# The National Curriculum

The current National Curriculum was introduced in 2014.

This brought:

- Increased expectations to bring national standards in line with international standards
- A greater emphasis on the application of knowledge and skills

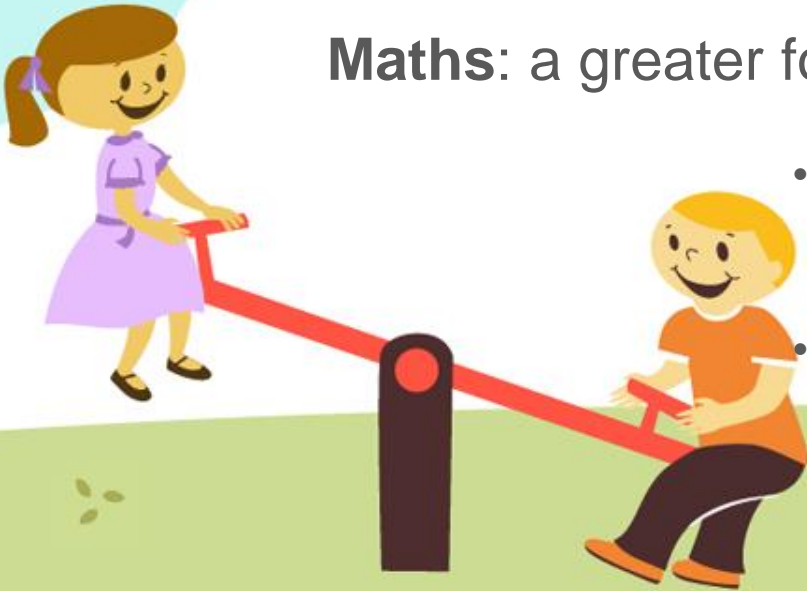
**English:** a greater focus on spelling, grammar and handwriting

**Maths:** a greater focus on arithmetic and different types of reasoning

- A change in assessment – no levels - working towards, at or above age related expectations
- Many objectives assessed across a key stage:

LKS2 = Year 3 and Year 4

UKS2 = Year 5 and Year 6



# The National Curriculum - what does this mean for the children?

## English: Writing

- Strong emphasis on spelling, punctuation and grammar (SPaG)
- Handwriting must be joined, fluent and legible
- Spoken English has a greater emphasis – presenting, debating etc.
- Developing a love of literature and being able to talk confidently about what they've read
  - strong links to secure writing!
- Drafting, evaluating and editing their own work with growing independence



# The National Curriculum - what does this mean for the children?

## English: Reading

- More children reading – greater engagement
- Focus on ‘high quality’ reading
- KS2 adopted whole class reading approach which highlights literature of interest
- Focus not only on ability to read but understanding what is read – VIPERS skills
- Reading with an adult into and throughout KS2
- Staff and adults reading children’s literature – encouraging whole family
  - Fundraiser – families to consider donating year group reading lists



# Year 3 English Curriculum

## How can you support with the LKS2 objectives for English?

### Reading

- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?



- Can your child use a thesaurus and dictionary accurately and quickly?
- **Grammar:** Can your child spot different word classes: noun, adjectives, verbs, adverbs?

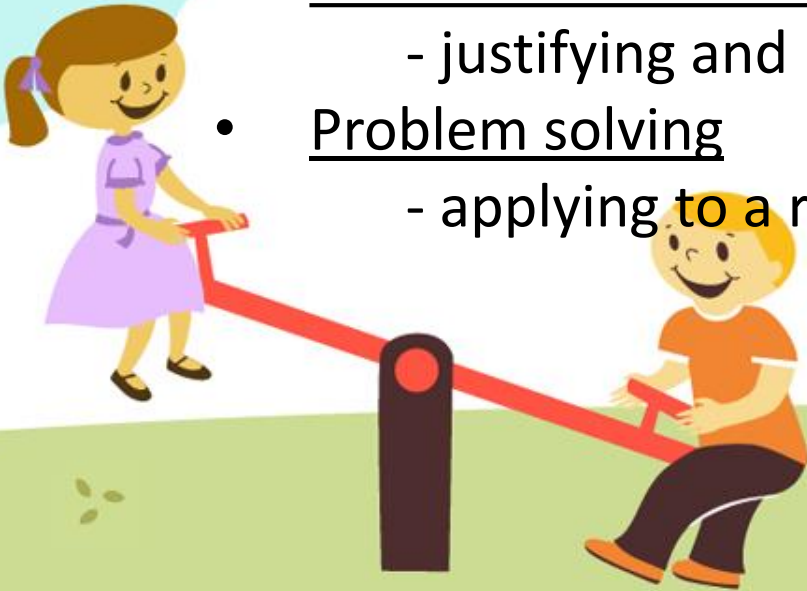


- **Writing:** When writing can they write in paragraphs and check their spelling and punctuation?
- **Spelling:** Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- **Spelling:** Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

# The National Curriculum - what does this mean for the children?

## Maths

- Developing mathematical fluency
  - automatic recall of multiplication and division facts
  - converting freely between decimals, fractions and percentages
  - using efficient written methods
- Mathematical reasoning
  - justifying and proving their ideas
- Problem solving
  - applying to a range of problems and persevering in seeking solutions

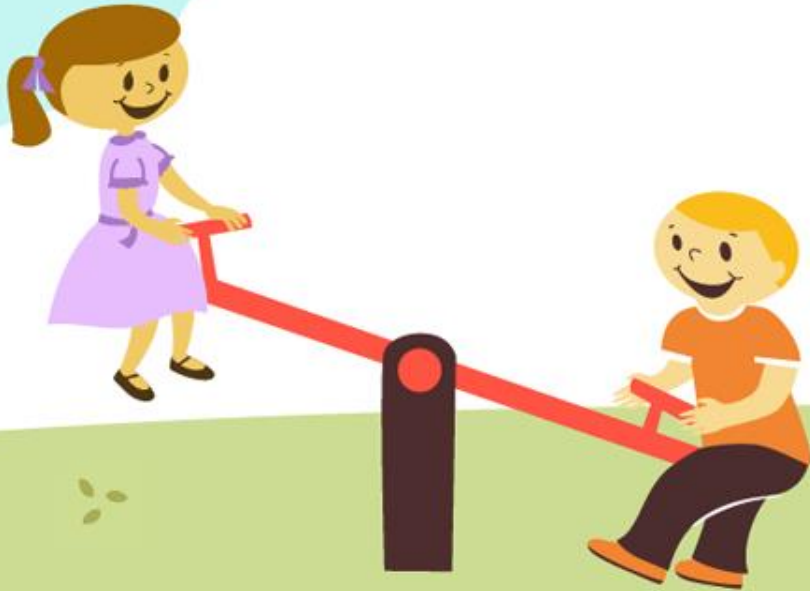




# Year 3 Maths Curriculum

## Objectives that can be easily supported at home:

- I can compare and order numbers to 1000.
- I can recall my division and multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables.
- I can read **analogue** and **digital** 12 and 24 hour clocks to the nearest minute.
- I can recognise 2D and 3D shapes.



Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Add and subtract numbers mentally, including:	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Measure, compare, add and subtract: lengths (micromm), mass (kg/g), volume/capacity (litre)	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Interpret and present data using bar charts, pictograms and tables
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	a three-digit number and ones	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Measure the perimeter of single 2-D shapes	Recognise angles as a property of shapes or a description of a turn	Solve one-step and two-step questions (for example, "How many more?" and "How many fewer?") using information presented in scaled bar charts and pictograms and tables
Compare and order numbers up to 1000	a three-digit number and tens	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Identify right angles; recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	
Identify, represent and estimate numbers using different representations	a three-digit number and hundreds		Recognise and show, using diagrams, equivalent fractions with small denominators	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
Read and write numbers up to 1000 in numerals and in words	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		Add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$ )	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight		
Solve number problems and practical problems involving these ideas	Estimate the answer to a calculation and use inverse operations to check answers		Compare and order unit fractions, and fractions with the same denominators	Know the number of seconds in a minute and the number of days in each month, year and leap year		

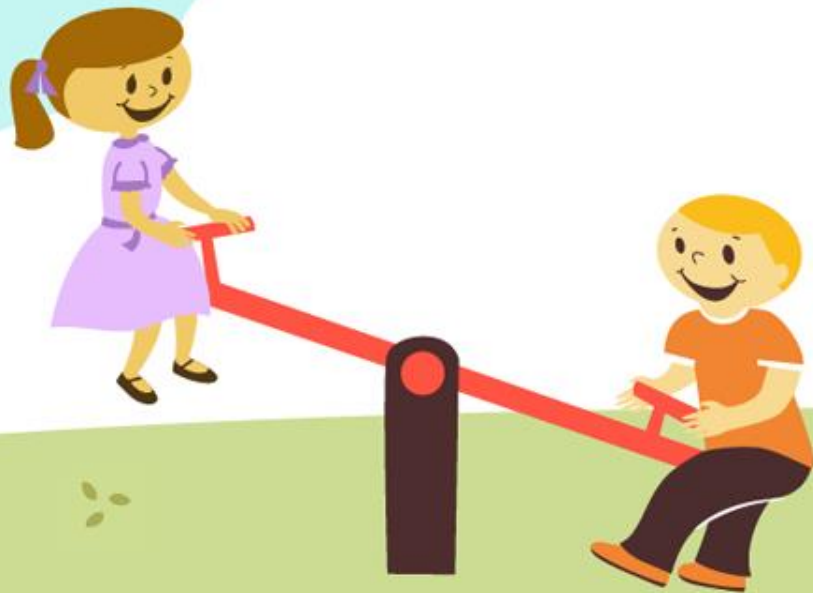
# Curriculum

**Maths** - How can you help?

**Practise addition and subtraction facts as often as possible.**

**Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.**

- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.



## Year 3 Long Term Plan

Literacy	Term 1		Term 2		Term 3	
	<p><b><u>The First People: Would you have survived?</u></b> Text: The Stone Age Boy P1: Diary of a Stone Age Boy P1: Setting Description/ Settlement map P2: Instructions: So you want to Survive in the Stone Age? P3: Non-Chronological Report: The Stone Age P4: Non-Chronological Report: The Bronze Age</p>	<p><b><u>Tell the Whole Truth?</u></b> Text: The Truth Pixie P1: Character Descriptions P2: Letters of advice P3: Newspaper Report – Pixie uses power for good P4: Newspaper Report about current issue</p>	<p><b><u>What would you do with great power?</u></b> Stimulus: Gene (Aladdin) Text: Gilgamesh the King (Stories from another culture) P1: Character Description P2: Written Summaries P3: Narrative P4: Instructions (further teaching in unit before writing)</p>	<p><b><u>I am the Seed that Grew the Tree</u></b> Text: Nature Poems Poetry Link – Sumer P1: Learning Poems by heart P2: Description focusing on similes, alliteration, metaphors and rhyme P3: Narrative Poetry P4: Explanation</p>	<p><b><u>More Trees Please...</u></b> Text: The Last Wolf, Promise, This Moose Belongs to Me Topic link: Our impact on the world P1: Setting Descriptions P2: Description focusing on emotive language P3: Persuasion P4: Narrative</p>	<p><b><u>Do words have the Power to Change the Earth?</u></b> <b><u>Link to Music</u></b> Text: Lost Words/Songs/ lyrics/poetry drawing attention to a world issues P1: Summarising P2: Newspaper Report about issue P3: Narrative P4: Children's choice</p>
<b>Whole Class/Group Reading</b>	Class Novel: The Legend of Kevin The Stone Age Boy 1x science/topic 1x poetry	Class Novel: The Legend of Kevin The Truth Pixie 1x science/topic 1x poetry	Class Novel: The Iron Man Gilgamesh the King 1x science/topic 1x poetry	Class Novel: The Iron Man I am the Seed that Grew the Tree 1x science/topic 1x poetry	Class Text: Pebble in my Pocket The Last Wolf 1x science/topic 1x poetry	Class Novel: Mr Penguin and the Lost Treasure The Street Beneath my Feet Lost Words This Moose Belongs to Me 1x topic/science 1x poetry
Maths						
<b>Term 1 White Rose</b>	<b>Number: Place Value</b>		<b>Number: Addition and Subtraction</b>		<b>Number: Multiplication and Division</b>	
<b>Term 2 White Rose</b>	<b>Number: Multiplication and Division</b>	<b>Measurement: Money</b>	<b>Statistics</b>	<b>Measurement: Length and Perimeter</b>	<b>Number: Fractions</b>	<b>Consolidation</b>
<b>Term 3 White Rose</b>	<b>Number: Fractions</b>	<b>Measurement: Time</b>		<b>Geometry: Properties of Shapes</b>	<b>Measurement: Mass and Capacity</b>	<b>Consolidation</b>

**We believe children learn best through engaging topics. Where possible we try to learn in a cross curricular way and support children's learning with trips and visitors (once it is safe to do so).**

Topic	Term 1: <b>The First Humans. Would you have survived?</b>			Term 2: <b>INFLUENTIAL EARTHLINGS</b>			Term 3: <b>OUR EVER-CHANGING EARTH</b>				
<b>Main Topic Focus - Cross-curricular links should be explored through all topics</b>											
History	The First Humans: Stone Age to Iron Age			Influential Earthlings: Early Civilisations			Pebble in my Pocket: A History of Our Earth				
Geography	UK Map work, Settlements, Land use			World Map work, Importance of rivers			Ever-changing Earth: human/physical characteristics				
Science	Animals including Humans Introduce Fossils		Light	Forces and Magnets Influential Earthlings		Plants	Rocks and Soils				
Music (Charanga)	Let Your Spirit Fly Genre Focus: R&B		Glockenspiel Stage 1		Three Little Birds Genre Focus: Reggae		The Dragon Song Genre Focus: Traditional Songs and Folk		Bringing Us Together Genre Focus: Disco	<b><u>Does Music have the Power to Change the Earth?</u></b> Writers/Composers that used lyrics to draw attention to world issues - TR Unit	
ICT	E-Safety/Digital Literacy: <b><u>We are all linked together</u></b> What is the internet? What is the World Wide Web? Staying Safe when using the internet		Information Technology and Computer Science: <b><u>Keeping Stories Alive</u></b> We are Comic Writers/Animators: Creating a comic strip		E-Safety/ Digital Literacy: <b><u>What would you do with Great Power?</u></b> The Power of the Internet Information Technology: Digital Art		Computer Science: <b><u>Influential Earthlings – Solving problems in our modern world</u></b> Becoming Coders		Information Technology: <b><u>How could data change the world?</u></b> Databases	Information Technology: We are Presenters: <b><u>Changing the World with our Digital Voice</u></b>	
PSHE	<b>Core Theme: Relationships</b>			<b>Core Theme: Living in the Wider World</b>			<b>Core Theme: Health and Wellbeing</b>				
	Why is it important to be respectful?	What is bullying? Can it ever really be stopped?	What does it mean to be part of a family?	Why do we have rights, responsibilities and laws?	Is the internet a good thing?	Can you aspire to have any job you want?	Can our diet affect our health?	How do we reach our goals?	What are hazards?		
PE (PE Passport)	Gym Dance - Animals Games - Basketball		Gym Dance - Animals Games - Hockey		Gym Dance - Egyptian Games - Football		Gym Dance – Traditional Asian Games – Tag Rugby		Gym Games - Athletics Swimming	Dance - Earth Games - Cricket Swimming	
Art	<b><u>The First Artists</u></b> Cave Paintings applying skills from previous half term.		<b><u>The First Recordings</u></b> Drawing and Shading <i>Diego Velázquez link to Spanish</i>		<b><u>The Beauty of Pattern</u></b> Pattern/colour Islamic/Asian Art Digital Art		<b><u>The Art of Discovery</u></b> Revisiting drawing Observational drawing linked to plants		<b><u>The Beauty of Earth</u></b> Andy Goldsworthy Collage/Printing		<b><u>Does Art have the Power to Change the Earth?</u></b> Earth Sculpture Positive Message T-shirts (Craft)
D/T	<b><u>The Great High Lane Menu</u></b> Food Technology: Locally sourced food/menu (Growing our own food – ongoing through year)		<b><u>The First Potters</u></b> Beaker Pottery Settlement Models		<b><u>The First Architects</u></b> Ancient Architecture Wire Sculptures		<b><u>A Taste of Asia</u></b> Food Technology: Asian Finger Foods (Growing our own food – ongoing through year)		<b><u>The Great High Lane Menu</u></b> Food Technology: Locally sourced food/menu (Growing our own food – ongoing through year)		
RE (Stockport Scheme)	What do people believe about God? Christianity and Judaism Greetings Classroom Instructions Animals Numbers and Plurals		What do people believe about God? Hinduism Simple Sentences Gender My name is... Christmas		What do people believe about God? Islam and Comparison Colours Word order Adjectives Opinions		Why is the bible important to Christians today?  Numbers Age Articles Easter		Why do people pray?  Connectives Numbers Days of the week Questions		What does it mean to be a Christian or Hindu today?  Stories Assessment Rap Barcelona
Spanish (Languages Y3)											

# Assessment at High Lane

**We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.**

This year we will ensure we understand any gaps in learning due to lockdown and plan for learning that is personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recording independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests



# Assessment at High Lane

- The three national categories are: working towards year group expectations, working at year group expectations and exceeding year group expectations
- Working at (secure) is no longer 'best fit', children need to achieve **all** objectives
- Your end of year report states whether your child is below, secure or above in their year group
- Assessment is on-going throughout the year
- Marking uses **THINK PINK** and **GO GREEN**
  - Year 3: Children have termly maths tests (arithmetic and reasoning) and a reading test which support teacher assessments across lessons in each term



# Assessment at High Lane

## **Reporting your child's attainment and progress**

We make judgements as to whether your child is working at 'age related expectations' throughout the year. We talk to you about these at parents evenings and report this through your child's end of year report. You can also contact me at any time in the year to discuss your child's progress.



# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How we can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently





# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (social distancing, keeping your child with you a all times, wearing a mask)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Reading information like this
  - Support fundraising and PTFA efforts where possible
    - Read with your child – develop their love of reading through visiting the library or book shops
    - Engage your child in family visits that support school topics and interests of your child
    - Help your child learn how to tell the time both from analogue and digital clocks



# What to do if you have a question or concern

- **First** – Please make an appointment to speak to see me. **Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.
- **Second** – If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

Please let us know as soon as possible if you are able.

This information is confidential and will only be shared on a 'need to know basis'.

Please contact the school office straight away if there are changes to contact details or your child's medical information

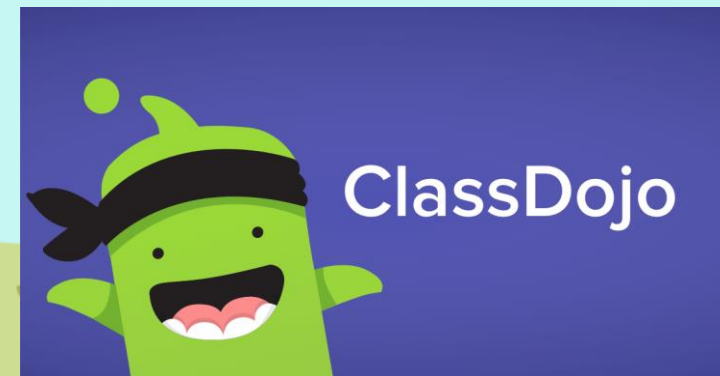


# Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments. If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



# Independence and Responsibility

- Encourage your child to show you letters and return information using the red box
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day
- Promote table manners and social skills at home

How can the **children** help?

- Demonstrate greater independence
- To sit sensibly, have respect for others
- To follow the teacher's instructions
- To try their best to wash their hands properly
- To give homework to the teacher on time
- To listen and be respectful with support workers in class
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**



# Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

SEND can be in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.



# What to do if you think your child may have SEND?

- Don't worry! There is a lot we can all do to make sure they are happy and learn well at school.
- Speak to your child's class teacher. They will make a note of your concerns and make sure they are passed on.
- Arrange an appointment to speak to the school SENCO (Mrs Humphries/Miss Royle).

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.



# What will we do if we think your child may have SEND?

- We will talk with you about why we think your child may benefit from SEN Support.
- We may carry out additional assessments to help us personalise his/her learning.
- A shared plan will be put in place, with targets and strategies to help them (ITLP). You will be asked for your input into this.
- They may be offered time in one of our intervention groups. These are usually led by teaching assistants. TAs are trained and experienced in leading the interventions we offer. **Not all children in interventions have SEND, some just need a little more time achieving an objective/concept.**
  - We may ask for additional input from external experts. You will always be asked for your permission before this happens.



▪ You can find out more about the school's approach to SEND from:

▪ The school's website

<http://www.highlane.stockport.sch.uk>

▪ Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'

<b>Never been here before?</b> Here you will find a quick introduction to what information you will find in the local offer and how to use it. 	<b>Sensory Support Service</b> Information for children and families with visual, hearing and multi sensory impairment. 	<b>Latest News: What's Going On.</b> Find all the latests news about events, activities, conference, workshop, training and more. 	<b>Autism Team Stockport</b> Here you will find information about how the Autism team can help children at home & School. 
<b>Children's Health Services</b> Here you will find a number of Health Services designed specifically to support children with SEND. 	<b>Education and Learning</b> Here you will find information for children with SEND enabling them to learn more effectively. 	<b>Short Breaks and Activities</b> Here you will find information about short breaks and activities for children with disabilities. 	<b>Early Years and Childcare</b> Here you will find information, advice and support if your child has SEND and you are looking for childcare. 





Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

