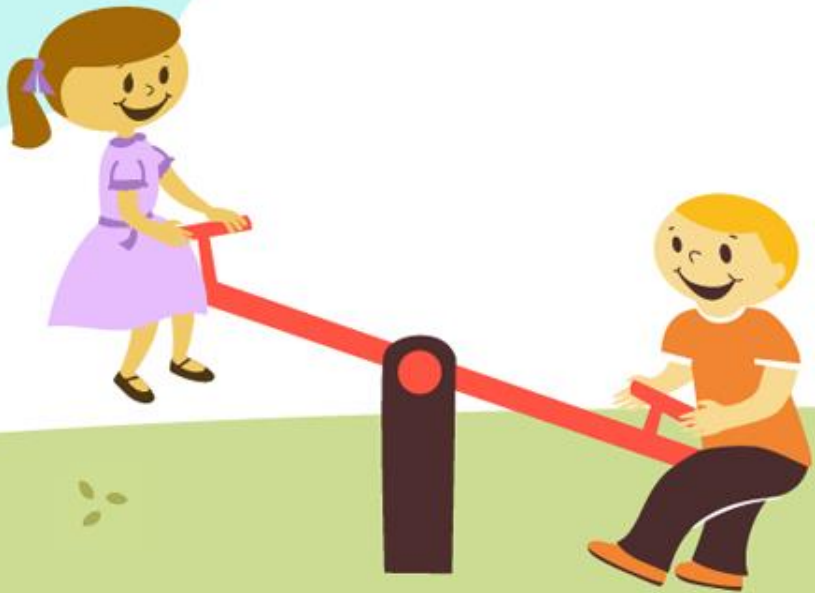


# Welcome to EYFS



# A little bit about us...

**EYFS Leader:** Miss Toni Roper

**EYFS Lead Practitioner:** Miss Katherine Johnstone

## **Additional Adults**

Mrs Callaghan will cover the lead practitioner role when Miss Johnstone has planning time.

## **Teaching Assistants**

Consistent additional adults will support learning in our classroom.

**Miss Madeleine Jones**

**Mrs Sidrah Yasmin**

**Mrs Sue Cox**

**Mrs Sheena Callaghan**



# EYFS learning this term

## Communication and Language

How can I describe myself?  
How can I describe my friends and family?  
Who is in my family?  
Can I join in with stories and rhymes about friends and family?  
What 'why' questions can I ask about my friends and family?

## Personal, Social and Emotional Development

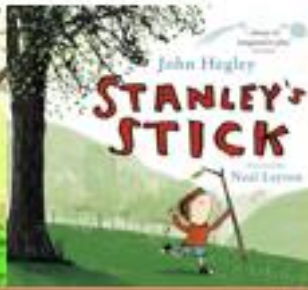
What do I like to play with?  
What does special mean?  
Who is special to me?  
What are feelings?  
What makes me feel happy, sad, safe, angry or calm?  
How can we change our feelings?  
How can we see feelings in others?

## Physical Development

How can I move my body in different ways?  
What is the 'best' way to move my body for different activities?  
What happens to our bodies when we move?  
Can I dress and put my coat on myself?  
How can I work with others?

## Understanding of the World

Who am I?  
What is a family?  
How are families different?  
What is a friend?  
What makes a good friend?



**High Lane Primary School**

*Creating the future, today.*



**Nursery**

*Week 1, 2 and 3: All about me*

# EYFS learning this term

## Literacy

Can I recognise my name?  
Can I find rhyme in the books we are reading?  
Where can I use mark making in my play?

## Mathematics

What do the numbers 1 to 3 look like?  
How can we make the number 1 to 3 with different materials and objects?  
What do the numbers 1 to 3 look like on our fingers?  
Can I say one number for each item up to 3?

## Expressive Arts and Design

What materials can I use to make a portrait of myself or a friend?  
What materials can I use in my artwork?  
How can I use handprints to make art?

## Key Information

*Our PE day is Friday. Please send children in trainers and sports clothing.*

*On Woodland Wednesdays (mornings), children need to wear clothes for the outdoors.*

*Please bring a healthy, nut-free morning snack. Please cut grapes in half.*



# EYFS learning this term

## Communication and Language

How can I describe myself?  
How can I describe my friends and family?  
What do I bring to my family?  
Why is family important?  
Can I join in with rhymes and retell stories about friends and family?  
What questions can I ask about my friends and family?  
How can I find out more about myself, friends and family in non-fiction books?

## Personal, Social and Emotional Development

What am I interested in?  
What am I good at?  
What does special mean?  
What are feelings?  
What do different feelings look like?  
What makes me feel happy, sad, safe, angry or calm?  
How do our special people make us feel?  
How can we change our feelings?  
How can we see feelings in others?

## Physical Development

How can I move my body in different ways?  
What is the 'best' way to move my body for different activities?  
What happens to our bodies when we move?  
Can I dress and put my coat on myself?  
How can I work with others?

## Understanding of the World

Who am I?  
What is a family?  
How are families different?  
What is a friend?  
What makes a good friend?



**High Lane Primary School**

*Creating the future, today.*



**Reception**

*Week 1, 2 and 3: All about me*

# EYFS learning this term

## Literacy

Can I write my name?  
Which letters can I recognise and write?  
Can I recognise, say and write the  
Can I find rhyme in the books we are reading?  
Where can I use my reading and writing in my play?

## Mathematics

Can I count forwards and backwards to 10?  
Can I show finger numbers up to 10?  
Can I match objects and pictures?  
Can I identify a set?

## Expressive Arts and Design

What materials can I use to make a portrait of myself or a friend?  
What materials can I use in my artwork?  
What different materials can I join?  
How can I join different materials?

## Key Information

*Our PE day is Friday. Please send children in trainers and sports clothing.*

*On Woodland Wednesdays (mornings), children need to wear clothes for the outdoors.*

*Please bring a healthy, nut-free morning snack. Please cut grapes in half.*



# What will a typical week in EYFS look like?

	9:00 – 9:45	9:45 – 10:00		10:15 – 11:15	11:15 – 11:30	11:30 – 11:45	11:45 – 12:30	12:30 – 12:50	12:50 – 1:45	1:45 – 2:15	2:15 – 3:00	3:00 – 3:45
Monday	Continuous Provision <del>Targeted</del> in CP - MI	KJ + SY - Day of the week song Daily calendar and rhyme	Snack time 10:00 – 10:15	UTW input Continuous Provision Outdoor focus linked to input – KJ <del>Rec Targeted</del> – SY <del>Nuc Targeted</del> - MI	Super Six Book VIPERS: Prediction	Lunchtime	Rhyme Time – SY + JA	CP – KJ <del>Targeted</del> Outdoor Nuc + rec MI Gross motor	Expressive Arts and Design Focus Teach (Charanga)	CP Rec – MI Nuc – KJ + SY Child targeting/ Intervention	Story/Poem Time	
	Maths input = calendar – KJ CP – maths focus KJ Outdoor N -> maths focus R - SY	Fine motor/ name writing - MI		Phonics - KJ	CP – creative arts (craft) SY		Snack					
Tuesday PPA PM	Continuous Provision <del>Targeted</del> in CP - SY	KJ + MJ - Day of the week song Daily calendar and rhyme	Snack time 10:00 – 10:15	Literacy/ C&L input Continuous Provision Outdoor focus linked to PD – SY Rec – Literacy groups KJ <del>Nuc Targeted</del> - MI	Super Six Book VIPERS: Retrieval	Lunchtime	Rhyme Time – SY + JA	CP – MJ <del>Targeted</del> Outdoor Nuc + rec <del>ScA</del> C&L	Personal, Social and Emotional Development	CP Rec – <del>ScA</del> Nuc – MJ + SY Child targeting/ Intervention	Story/Poem Time	
	Maths input = calendar – KJ CP – maths focus KJ Outdoor N -> maths focus R - MJ	Fine motor/ name writing - SY		Phonics - <del>ScA</del>	CP – creative arts (craft cont.) SY		Snack					
Wednesday	Continuous Provision <del>Targeted</del> in CP - <del>ScA</del>	KJ + SY - Day of the week song Daily calendar and rhyme	Snack time	Woodland Wednesday	Super Six Book VIPERS: Summary	Lunchtime	Rhyme Time – SY + JA	CP – KJ <del>Targeted</del> Outdoor Nuc + rec <del>ScA</del> UTW	Quick maths	CP Rec – KJ <del>Nuc</del> – <del>ScA</del> + SY Child targeting/ Intervention	Story/Poem Time	
	Literacy input + calendar – KJ CP – Literacy focus KJ Outdoor N -> maths focus R - SY	Fine motor/ name writing - <del>ScA</del>		Phonics - KJ	CP – Maths small groups SY		Snack					

# What will a typical week in EYFS look like?

Thursday	Continuous Provision <del>Targeted</del> in CP - MI		KJ + MJ - Day of the week song Daily calendar and rhyme		Snack time	Literacy/ C&L input  Continuous Provision <i>Outdoor focus linked to PD = MI</i> <i>Rec = Literacy groups KJ</i> <del>Rec Targeted - SC</del>		Super Six Book VIPERS: Inference	Rhyme Time = SY + JA		CP = creative arts <del>SC</del> Outdoor Nur + rec KJ CL		PSED Snack	CP Rec = KJ <del>Rec = SC</del> + SY Child targeting/ intervention
	Maths input = calendar = KJ CP = maths focus KJ Outdoor N -> maths focus R - <del>SC</del>		Fine motor/ name writing - <del>SC</del>			Phonics KJ			CP = <del>MJ</del> <del>Targeted</del>					

Friday ECT / mixed age time PM	CP - MI ( <del>SC</del> <del>Targeted</del> ) 9:30 SC maths		KJ + MJ PE		Snack time	Literacy/ C&L input  Continuous Provision <i>Outdoor focus linked to PD = SC</i> <i>Rec = Literacy groups KJ</i> <del>Rec Targeted - MJ</del>		Super Six Book VIPERS: Inference	Rhyme Time = SY + JA		CP = creative arts <del>SC</del> Outdoor Nur + rec MJ CL		UTW Snack	CP Rec = SC <del>Rec = SC</del> + MJ Child targeting/ intervention
	Good work assembly	PE - KJ	Fine motor/ name writing - SC			Phonics KJ			CP = SC <del>Targeted</del> / Maths					



# Daily Routines/Timetables

## P.E.

Our PE day is on **Friday**.

Your child will need to come into school in their school PE kits on this day.

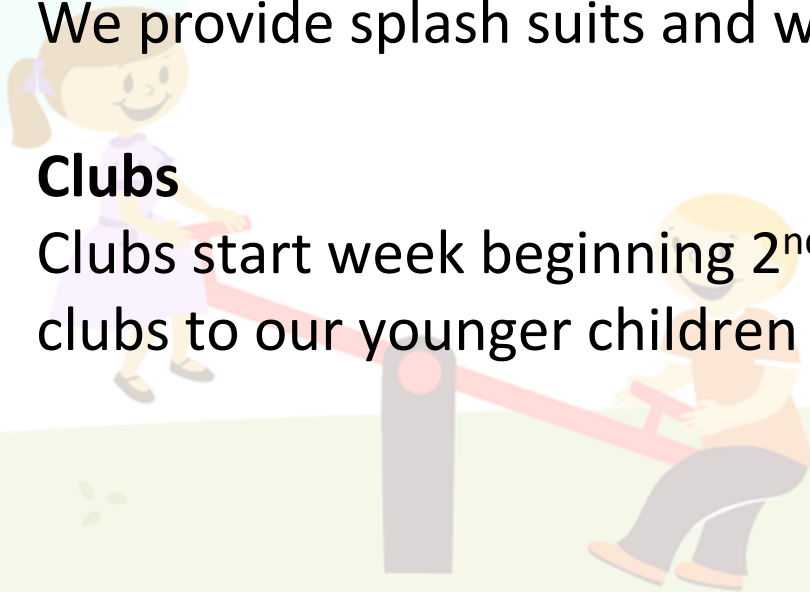
## Woodland Wednesday

Your child will need wellies or a change of shoes and a change of clothes on **Wednesday**.

We provide splash suits and we will go out in all weathers.

## Clubs

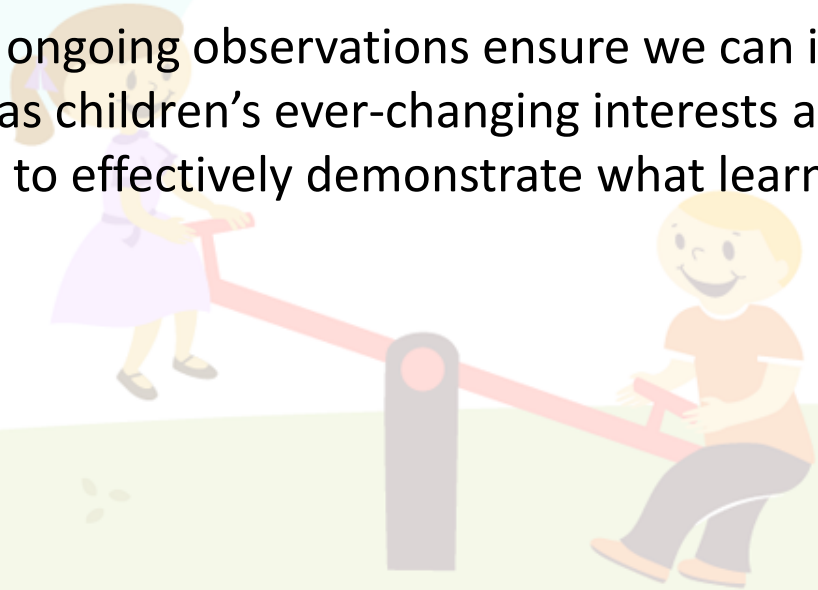
Clubs start week beginning 2<sup>nd</sup> October. You can sign up to clubs termly. We offer more clubs to our younger children as the year progresses and they are more ready.



# The EYFS Curriculum

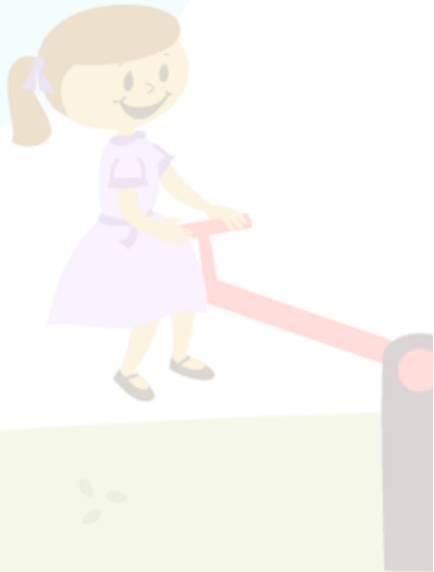
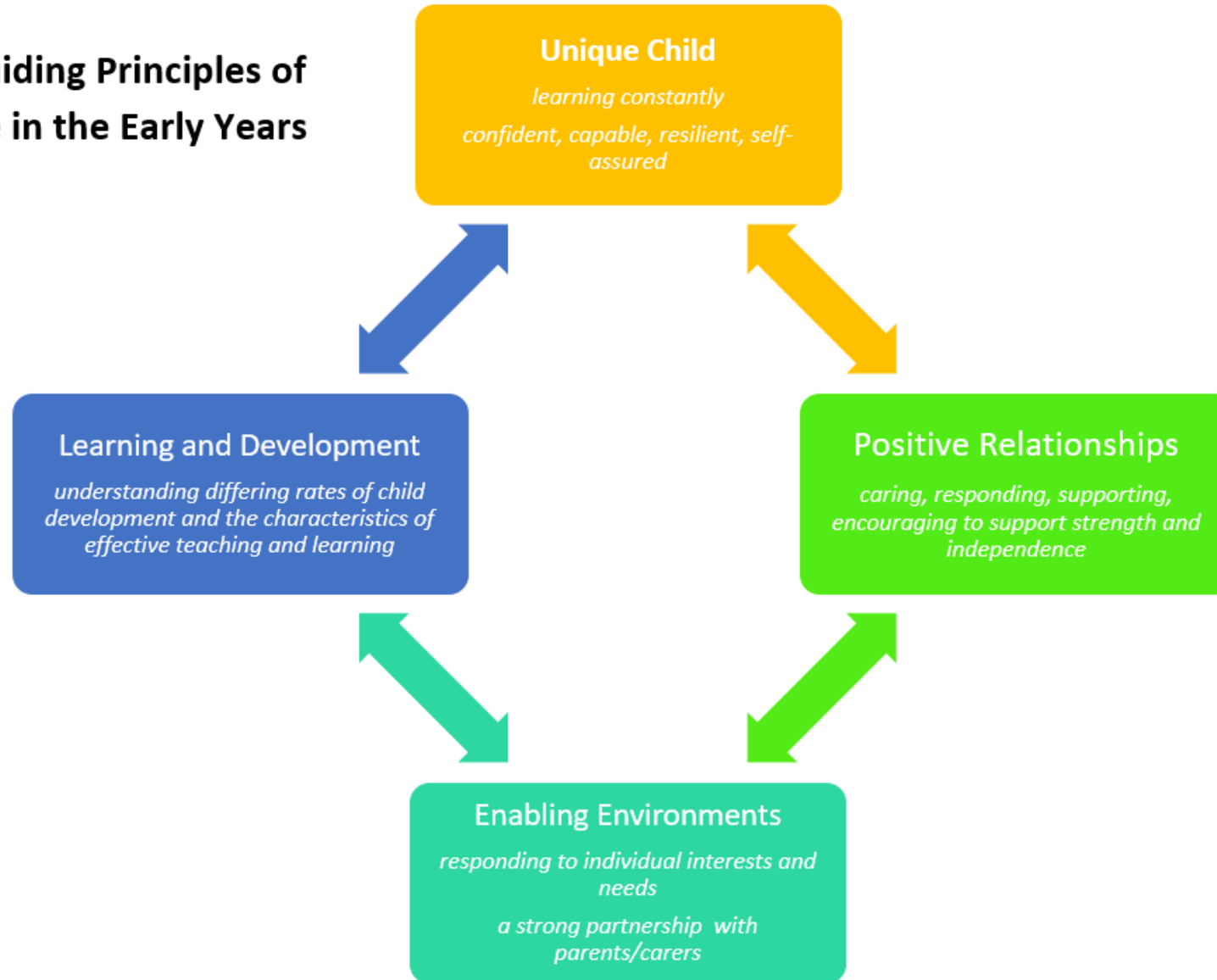
## What do we want to achieve?

Children within our EYFS provision will grow to be confident, curious, capable lifelong learners who feel a sense of belonging in their school and wider community. Through their ability to manage their emotions, our reflective learners will demonstrate resilience and a sense of pride when achieving challenges. Progress towards the ELGs will ensure well-rounded, independent communicators with a love of learning. The children experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon. Our starting point and ongoing observations ensure we can identify individual rates of development and areas of need quickly as well as children's ever-changing interests and fascinations to inform planning. Our assessment procedures enable us to effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

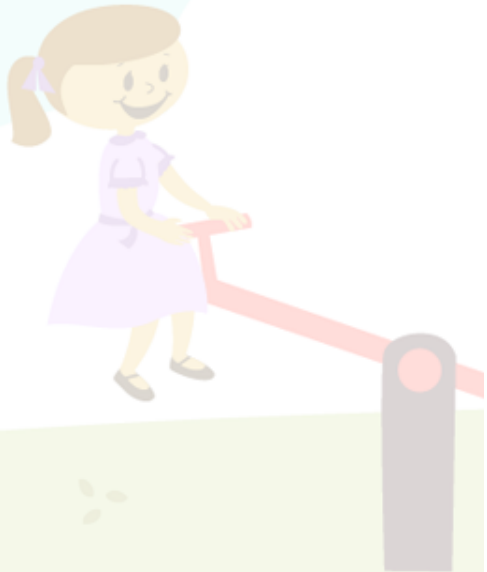


# The EYFS Curriculum

## Four Guiding Principles of Practice in the Early Years



# The EYFS Curriculum



# The EYFS Curriculum

## Personal, Social and Emotional Development

- Crucial for happy and healthy lives and cognitive development
- Understanding own and others' feelings through strong, warm and supportive relationships with adults
- Managing emotions
- Developing a positive sense of self
- Confidence in their own abilities
- Develop good friendships knowing how to cooperate and resolve conflict
- Persistence, Patience and Attention
- Learn how to look after their bodies, eat healthily and independently manage personal needs

## Communication and Language

- Foundations of language and cognitive developments
- High quality interactions and conversations
- Language rich environment
- Effective building of children's language
- Reading a range of texts
- Opportunities to use and embed words in a range of contexts
- Roleplay and storytelling
- Opportunities to express points of view, articulate ideas and extend and elaborate upon ideas
- Large repertoire of songs and rhymes

## Physical Development

- Children's all round development enabling them to live happy, healthy and active lives
- Gross Motor skills to develop healthy bodies and social and emotional well-being
- Fine Motoran precision to support hand-eye co-ordination
- Strength, stability, spatial awareness, co-ordination, agility and positional awareness
- Developing proficiency, control and confidence

Prime  
Areas of  
Learning



# The EYFS Curriculum

## Supporting your child in the prime areas of learning

### Communication & Language

- Talking about the day's activities
- Discussing the day of the week
- Songs and rhymes
- Reading
- Playing describing, guessing and turn taking games
- Encourage pretend play
- Modelling and encouraging a wider range of vocabulary

### Physical Development

#### Fine motor skills:

- Providing interesting experiences to support your child. E.g., helping with cooking, gardening, threading, fixing and making things
- Activities that involve using tools and small movements with accuracy and precision
- Practicing pencil control

#### Gross Motor skills:

- Outdoor equipment such as bikes, trikes, scooters and climbing frames
- Dancing, yoga

### Personal, Social & Emotional Development

- **Managing self to show independence and resilience:** toileting, hand washing, getting changed
- **Building relationships:** practice working and playing collaboratively and taking turns with others
- **Self-regulation:** having regular conversations about feelings

# The EYFS Curriculum

## Mathematical Development

- A strong grounding in number
- Confident counters
- Deep understanding of numbers including the relationships and patterns between them
- Positive attitudes and interest in Mathematics
- Spatial Reasoning: Shape, Space and Measure
- Solving real life problems

## Understanding the World

- Making sense of the physical world through exploration
- Making sense of their community starting with family, special places and celebrations
- Frequent range of experiences to increase knowledge and sense of the world both past and present
- Listening to a broad range of stories to foster curiosity and understanding of our culturally, socially, technologically and ecologically diverse world
- Building new vocabulary to support understanding of the world including similarities and differences

## Literacy

- A lifelong love of reading
- Meaning and purpose of print
- An enjoyment of rhythm, rhyme and sound
- Language comprehension
- Skilled word reading (Phonics)
- Early writing: spelling, handwriting and composition

## Expressive Arts and Design

- Development of children's artistic and cultural awareness
- Supporting children's imagination and creativity through the **arts**: drama (role play), music, dance and art
- Developing understanding, self-expression, vocabulary and ability to communication through the **arts**
- Imaginative storytellers, artists and performers
- Interpreting and appreciating the **arts**
- Explore and play with a wide range of media and materials
- Creating and improvising through singing and playing instruments and movement

Specific  
Areas of  
Learning



# The EYFS Curriculum

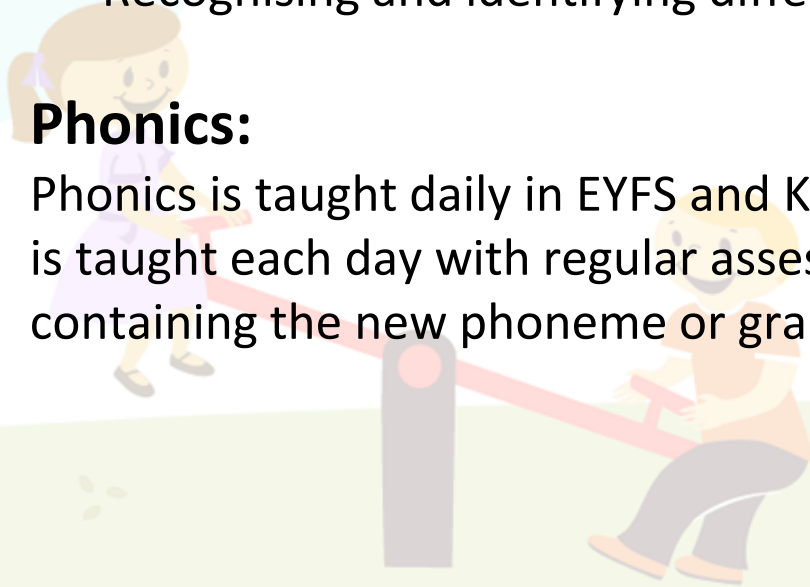
## Supporting your child in the specific areas of learning

### **Literacy:**

- Practising name recognition and writing
- Mark making letters and sounds
- Reading and exposing your child to a variety of different types of books/print
- Becoming familiar with different nursery rhymes
- Recognising and identifying different rhyming words

### **Phonics:**

Phonics is taught daily in EYFS and KS1 – this links into spelling into Y2 and KS2. A new phoneme/ grapheme is taught each day with regular assessment and recap lesson. Lessons include reading and spelling words containing the new phoneme or grapheme.





# The EYFS Curriculum

## Supporting your child in the specific areas of learning

### Home reading:

Phonetic decodable book – includes graphemes that have previously been taught and that children should be able to read successfully and confidently. Because of this, we must ensure the children have covered enough sounds to be able to read words. Books will begin to come home when the children have covered enough sounds.

Shared read book – a non decodable book at links to the colour band your child may be on. Contains a mix of grapheme taught and tricky words containing grapheme not yet taught (therefore is not yet decodable). Your child may be able to read some words but need more support reading others. Sometimes the shared read book is sent home as a 'challenge'. This may be for children to practice fluency and expression or with more challenging vocabulary they can find the meaning of with your support.

Library book – Books for you to enjoy together and promote a love of reading. Any books you share at home, please take a photograph and share this on your child's portfolio.

We will send two decodable books home to begin with. However, one will be slightly more challenging.

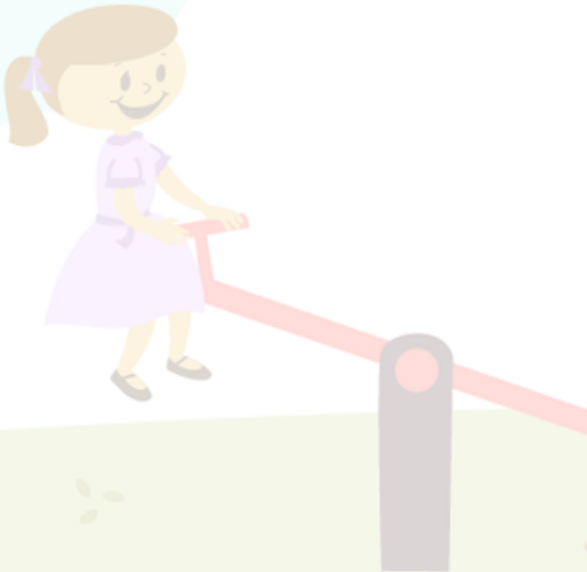
**Come along to watch a phonics lesson on either Thursday 5<sup>th</sup> October, Monday 9<sup>th</sup> October or Tuesday 10<sup>th</sup> October. Followed by our Phonics and Early Reading meeting on 18<sup>th</sup> October to find out more about supporting early reading.**

# The EYFS Curriculum

## Supporting your child in the specific areas of learning

### Home reading:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?



# Reading

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

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.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	Based on reading level, ~300,000 words	
2	0	0		

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).

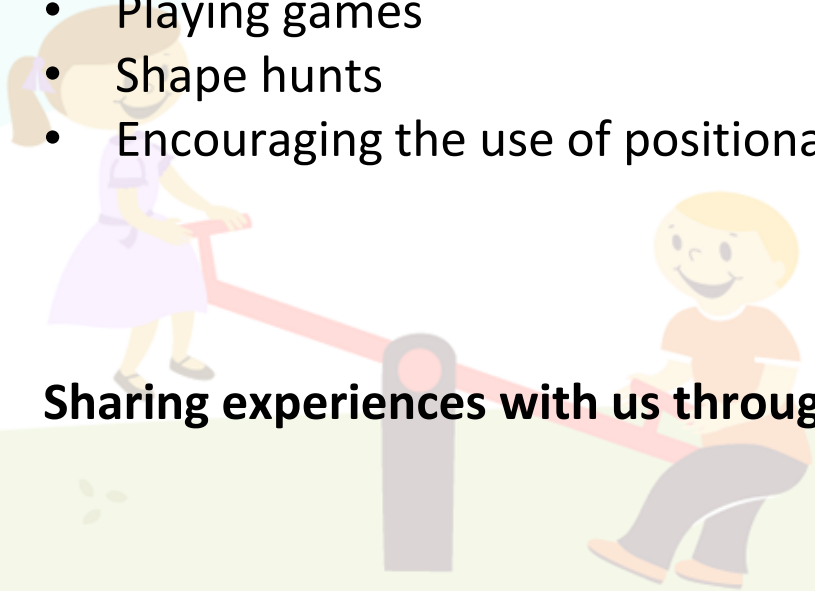
# The EYFS Curriculum

## Mathematical Development

Providing frequent and varied opportunities to build and apply mathematical understanding:

- Collecting loose parts for organising and counting
- Mark making numbers and shapes
- Counting rhymes and songs
- Playing games
- Shape hunts
- Encouraging the use of positional language to describe where something is

**Sharing experiences with us through Class Dojo**



# The EYFS Curriculum

## Supporting your child in the specific areas of learning

### **Understanding the World:**

- Talking about the weather and what clothes we should wear
- Talking about what we can see and encouraging the use of a wider range of vocabulary
- Looking at family photographs and talking about different family members
- Exploring the natural world
- Helping with outdoor activities such as gardening
- Caring for plants and animals

### **Expressive Arts and Design:**

- Encouraging role play, block play, pretend play or musical activities to build on their experiences of the real world
- Singing and listening to songs and rhymes
- Providing opportunities for your child to be imaginative and use materials and resources in an open-ended way e.g., junk modelling

**Sharing experiences with us through Class Dojo**

# The EYFS Curriculum

## Effective Characteristics of Teaching and Learning



### Engagement

#### Playing and Exploring

##### **Finding out and exploring**

Engaging curiously in open-ended activity  
Using their senses to **investigate** and explore the world around these  
Make independent choices

##### **Playing with what they know**

Pretend objects are things from their own experiences  
Represent their experiences in their play  
Take on a role and act out experiences with others  
Think ahead, sequence and plan their activities and thinking using visual aids

##### **Being willing to 'have a go'**

Showing a 'can do' or 'give it a go' attitude  
Gaining confidence in taking risks  
Initiating activities and seeking challenge  
Showing **curiosity** about new experiences



### Resilience

#### Active Learning

##### **Being involved and concentrating**

Maintaining attention on an activity  
Showing high levels of curiosity  
Becoming less easily distracted  
Paying attention to details

##### **Overcoming challenges or difficulties**

Persisting when challenges occur  
Showing belief that more time, effort or another approach will pay off  
'Bouncing back' after difficulties by using self-regulating strategies (zones of regulation)

##### **Enjoying achievements**

Showing satisfaction in meeting their own goals  
Being proud of **how** they achieved something  
Enjoying meeting challenge for themselves



### Thinking

#### Creative and Critical Thinking

##### **Developing and having their own ideas**

Using what they know more about to think of their own ideas with confidence  
Finding ways to solve real problems through the increasing ability to control attention and ignore distractions  
Finding new ways to do things by concentrating on achieving something that is important to them

##### **Making links**

Make links between ideas and noticing patterns  
Making predictions by thinking beyond the here and now  
Developing ideas for grouping, sequencing explaining cause and effect

##### **Choosing ways to do things**

Planning, making decisions about how to approach a task, solve a problem and reach a goal  
Checking how well their activities are going and changing their approach if necessary  
Reviewing and reflecting on how well an approach has worked

Characteristics of Effective Teaching and Learning in Early Years



# The EYFS Curriculum

## Effective Characteristics of Teaching and Learning

**How can you support your child in gaining these positive learning behaviours?**

### **Playing and exploring:**

- Providing opportunities for finding out and exploring
- Encouraging your child to make independent choices
- Represent lived experiences through play

### **Resilience:**

- Maintain a growth mindset – **‘I can do it!’ ‘A mistake is a learning step!’**
- Encouragement to persevere when a challenge occurs
- Praising when your child has overcome challenges and obstacles

### **Thinking:**

- Encouragement to develop their own ideas

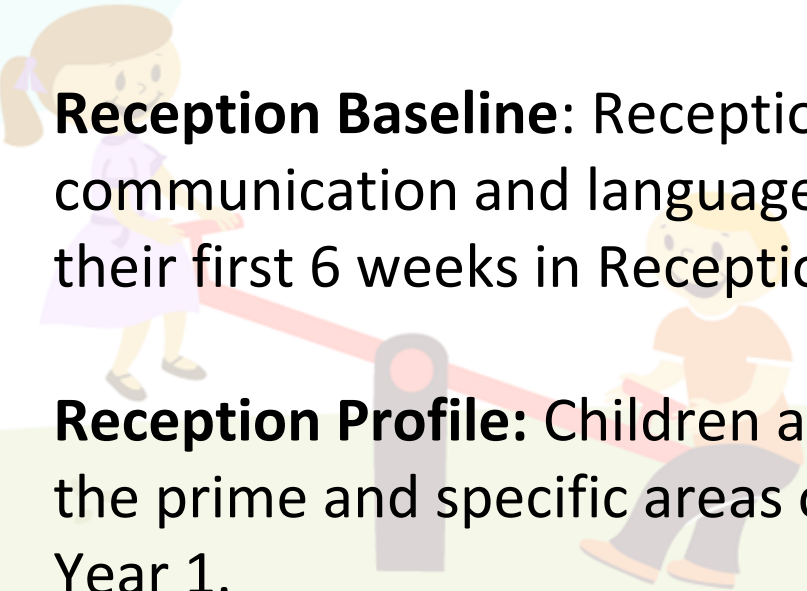
**Sharing experiences with us through Class Dojo**

# Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. 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.

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

- On-going assessment during observations interactions in class
- Recordings of independent application of knowledge and skills in a range of activities

An illustration of a girl and a boy on a seesaw. The girl is on the left side, wearing a purple dress and holding a book. The boy is on the right side, wearing a brown shirt and blue pants, also holding a book. The seesaw is in the middle, and they are both looking towards the center. The background is a simple landscape with green grass and a blue sky.

**Reception Baseline:** Reception children complete a series simple questions focusing on communication and language, literacy and mathematical development. This is completed in their first 6 weeks in Reception.

**Reception Profile:** Children are assessed against 17 'early learning goals' which focus on all the prime and specific areas of learning. The purpose of this is to support their transition to Year 1.



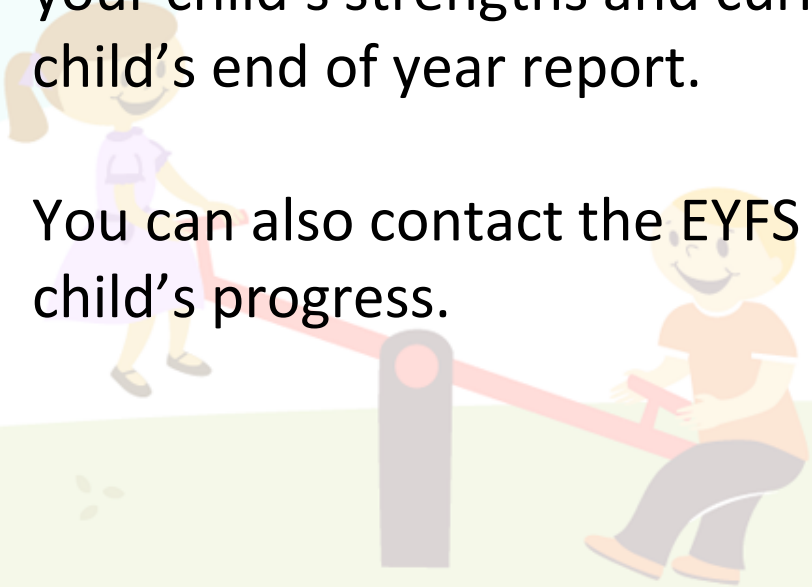
# Assessment at High Lane

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

We make judgements as to whether your child is on track to meeting their early learning goals at the end of Reception.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact the EYFS lead practitioner at any time in the year to discuss your child's progress.

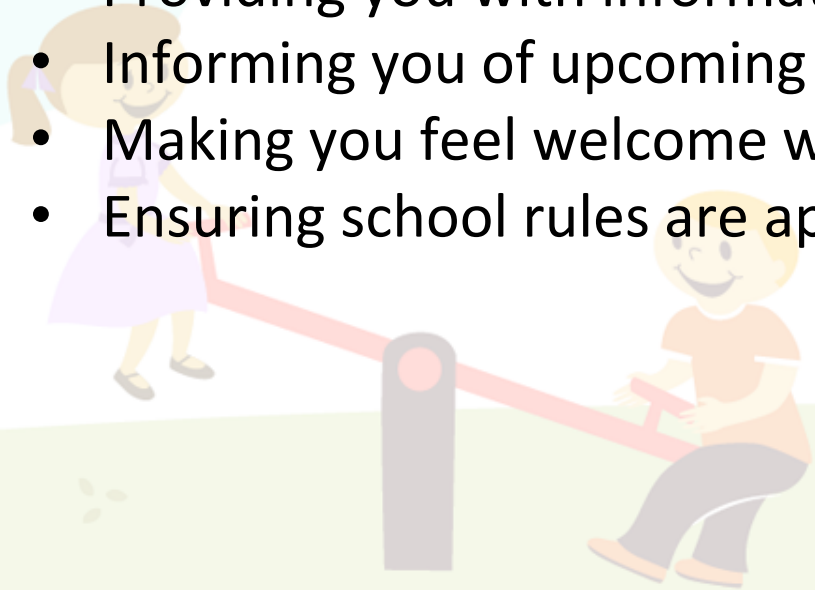


# Home/School Partnership

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



# How we communicate with you

## **Class Dojo**

Whole School Story: Termly dates, correspondence and reminders

Class Story: Information about learning including photographs, trips and homework

## **Parent Mail and Parent Pay**

Formal letters

Payment for school dinners, trips/school events and clubs

## **School Website**

**Our School:** Our school values and important school policy information

**Learning:** Curriculum pages give you an understanding of what we think is important

**Classes:** Class pages give you a yearly overview of what your child is learning and termly key questions

**Parents:** Useful information for parents including reminders about Parent Pay, uniform and online safety

**Holiday Dates**

# E-Safety

## School Platforms

Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

## Age Ratings and Restrictions

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

## School Website

**Parents:** Useful information for parents including guides about screen time and app specific information including age ratings and guidance

# 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:

- Read the 'Information for Parents' Booklet
- 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!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

# 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):

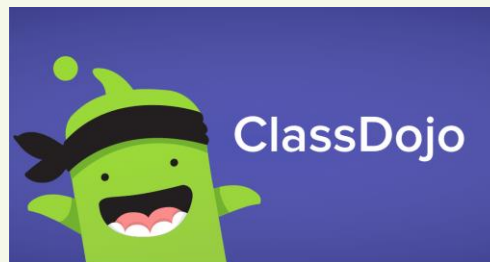
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

# Class Dojo

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

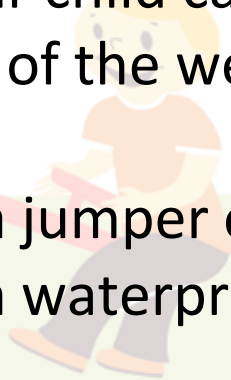
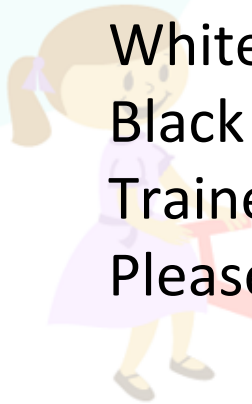
So that everybody can really make the most of Class Dojo, please remember these important points:

- 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.



# What does your child need to have in school?

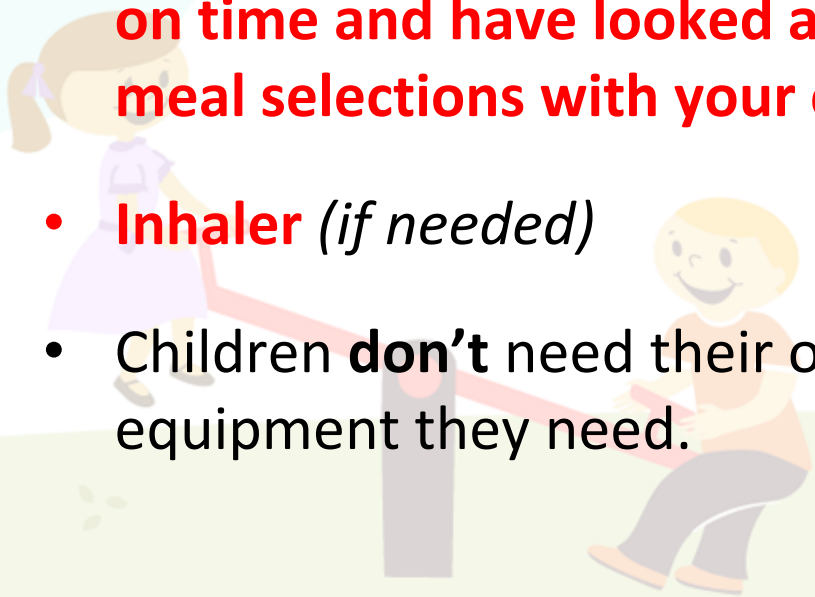
- **School Uniform:** Your child should wear school uniform on all days except PE days
- On PE days, your child must wear **school PE kit:**
  - Red school jumper
  - White shirt
  - Black joggers, leggings or shorts
  - Trainers - that your child can fasten themselvesPlease be mindful of the weather as we move into winter
- Your child needs a jumper or cardigan **every day**
- Your child needs a waterproof coat **every day**





# What does your child need to have in school?

- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhaler** (*if needed*)
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.



# Water Bottles

**Children need to bring a clean water bottle to school everyday.**

- Only water should be put in the water bottles
- Only 0.5l water bottles with wide necks should be sent into school
  - this it to ensure your child is confident filling their water bottle if

necessary



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

There are four broad areas of need within SEND:

Communication and interaction

Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our Stockport Neighbourhood Inclusion teacher is **Sam Pountain**. She works closely with our team and may support pupils with SEND and/or their families.

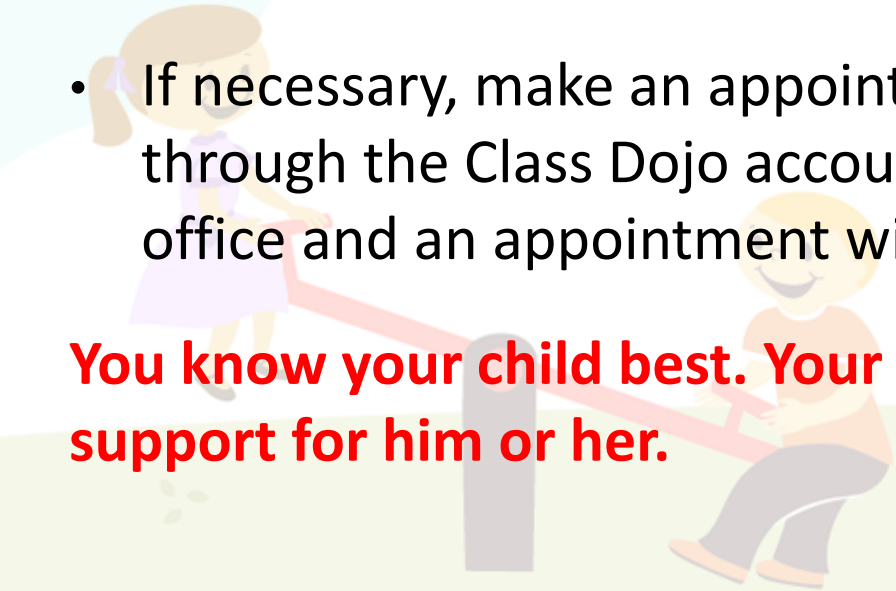


# What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- Speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, make an appointment to see our SENDCo. Miss Lloyd is contactable directly through the Class Dojo account for all year groups. Alternatively, you can contact the office and an appointment will be made.

**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 your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we will create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by your team of trained and experienced teaching assistants. **Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

# 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'



Thank you for your time.

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

