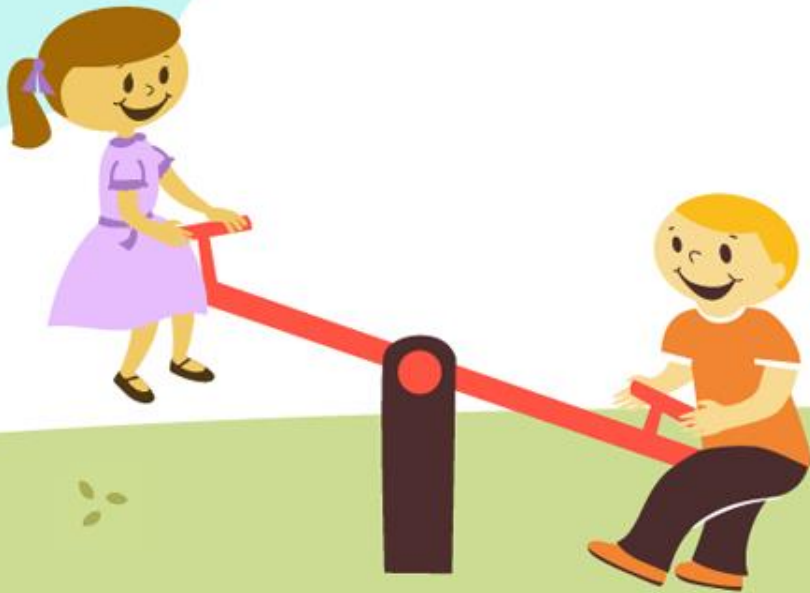


# Welcome to Year 4



# A little bit about us...

**Class Teacher** - Overall responsibility for the class

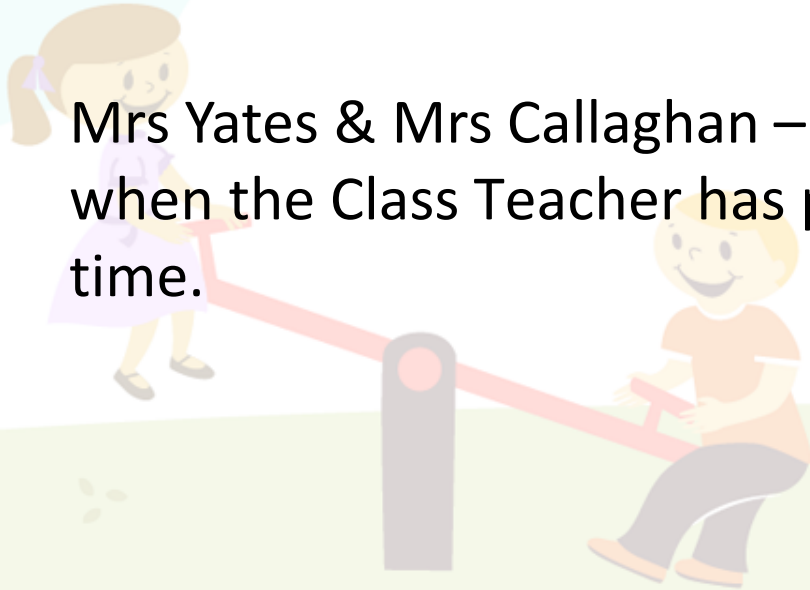
Mr Spreckley

## **Additional Adults**

Mrs Yates & Mrs Callaghan – Will cover the class when the Class Teacher has planning or management time.

## **Teaching Assistants**

We have additional adults who will also support learning in our classroom regularly.



# Year 4's Learning This Year

Year 4 Long Term Plan 2023/24							
English	Term 1		Term 2			Term 3	
<b>Stimulus/ Text</b>  <b>Purposes/ Genres being modelled and revisited</b>	<u>Journey</u> by Aaron Becker (JC/Lit Shed) Narrative Hook: Magic Carpet P1: Questions P2: Setting Description P3: Narrative P4: Poetry	<u>The WISHGRANTER</u> (Lit Shed Film Unit) Hook: The <u>Wishgranter</u> animation film P1: Character Description P2: Monologues P3: Explanations P4: Narrative	<u>Escape from Pompeii</u> Hook - Escape from Pompeii P1: Setting description P2: Diary Entry P3: Newspaper Report P4: Narrative	<u>I don't like poetry</u> by Joshua <u>Seigal</u> Similes/Metaphors (Lit Shed Unit) Poetry P1: Alliteration, Similes, P2: Metaphors P3: Simile and Metaphor Poem P4: Explanation: How to write a poem	<u>Mythical Magic</u> Hook - Theseus and the Minotaur (JC) Greek Myths P1: Character Descriptions P2: Retelling Myths P3: Narrative (Myths) P4: Create your own myth	<u>Who Let the Gods Out?</u> Hook – Who let the Gods out (Lit Shed) P1 and 2: Instructions: Care guide for a minotaur P3: Information Text P4: Persuasive writing	
<b>Whole Class Novel</b>	The Land of Roar by Jenny McLachlan and Ben Mantle		The Legend of <u>Podkin One Ear</u> (Kieran Larwood)			Who Let the Gods Out ( <u>Maz Evans</u> )	
Maths							
<b>Term 1 White Rose Maths Shed</b>	Number: Place Value		Number: Addition and Subtraction		Measurement: Area	Number: Multiplication and Division A	
<b>Term 2 White Rose Maths Shed</b>	Number: Multiplication and Division B		Measurement Length and Perimeter	Number: Fractions		Number: Decimals A	
<b>Term 3 White Rose Maths Shed</b>	Number: Decimals B	Measurement: Money	Time	Consolidation	Geometry: Shape	Statistics	Geometry : Position and Direction

# Year 4's learning this year

Topic	T1: Romans on the Rampage			T2: Extreme Earth			T3: Eureka! The Ancient Academics		
<b>History</b>	Romans in Britain <i>How did the Romans in Britain impact Britain?</i> <b>Exploration, Empire, Power, Invasion</b>			Pompeii <b>Evidence</b>			Ancient Greeks <i>What were the greatest achievements of the Ancient Greeks?</i> <b>Society, Community, Power, Religion, Trade, Culture</b>		
<b>Geography</b>	Locality Unit (Fieldwork): ?? Map Work: locating countries and spread of empire Fieldwork – Roads/Towns, Study of Chester <b>Place and Space</b>			Extreme Earth <i>What are the similarities and differences between my region and Campania, Italy?</i> Volcanoes, Earthquakes, Regional Comparison <b>Space, Scale, Environment, Environmental Impact</b>			Fieldwork: How can we record and measure weather phenomena? Map Work: Europe – locating countries/ physical & human characteristics, comparing UK and Greece <b>Place, Space, Cultural Awareness</b>		
<b>Science</b>	Animals including Humans <i>How is energy transferred in living things?</i> Link to Roman Teeth	States of Matter <i>How does temperature affect different materials?</i>		Rocks and soil Y3: <i>How can we classify rocks?</i>	Electricity <i>How does electricity travel?</i> Link to natural sources		Living Things and their Habitats <i>How can the environment affect different groups of animals?</i> <small>Aristotle – History of Animals (Classification)</small>	Sound <i>How does sound travel?</i> <small>Plato – first alarm clock (powered by water)</small>	
<b>Music</b> <small>(Charanga)</small>	Musical Structures		Exploring Feelings When you Play	Compose with you Friends	Feelings Through Music		Expression and Improvisation	The Show Must Go on!	
<b>Computing</b>	Computer Science Purple Mash: Hardware investigators Purple Mash: Coding Creating games to educate others <i>Teeth/digestion</i>		Digital Literacy PSHE/Purple Mash: Online Safety <b>Information Technology</b> Purple Mash: Effective Searching Purple Mash: Writing for different purposes	<b>Information Technology</b> We are Meteorologists Purple Mash: Spreadsheets <i>Revisiting Y3 presenting on Google Slides</i>	Digital Literacy PSHE/Purple Mash: Online Safety <b>Information Technology</b> Purple Mash: Stop Motion Animation – <i>Explanations linked to extreme Earth</i>		<b>Information Technology</b> Purple Mash: Branching Databases <small>Branching Diagrams linked with Science</small>	<b>Information Technology</b> Purple Mash: Making Music <b>Computer Science</b> Purple Mash: Logo OR Crumble Computing	
<b>PSHE</b>	<b>Relationships</b>			<b>Living in the Wider World</b>			<b>Health and Wellbeing</b>		
	Is it easy to do the right thing?	Can we be a good friend in person and online? <small>Computing Link</small>	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the impact of our digital footprint? <small>Computing Link</small>	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies?	Are all drugs bad?
<b>E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.</b>									
<b>PE</b> <small>(PE Passport)</small>	Swimming Games - Cricket	Swimming Games - Hockey		Gym – Dance Romans Games - Football	Gym – Gym Skills 1 Games – Tag Rugby		Dance – Greek Games - Athletics	Gym – Gym Skills 2 Games - Tennis	
<b>Art and Design</b> <small>(Access Art)</small>	Story Telling Through Drawing <small>Link to Journey Writing Unit</small>			Exploring Pattern <small>Link to Roman Mosaics</small>			The Art of Display <small>Link to Greek Gods</small>		
<b>Design Technology</b> <small>(Projects on a Page)</small>	Textiles: Purse 2D Shape to 3D Shape			Head Torches Simple Circuits and Switches			Crumble Computing Simple Program and Control		
<b>RE</b> <small>(Stockport SOW)</small>	Why is Jesus inspiring to some people?	What does it mean to be a Christian (Christmas) or Hindu (Diwali) today?		Why do some people think life is a journey?	Why are festivals important to religious communities? (Easter)		What can we learn from religions about what is right or wrong? <i>linked to Greek religion/justice system</i>		
<b>Spanish</b> <small>(Ranquans)</small>	Animals & Parts of body	Food & Christmas		Months, days & birthdays Personal Descriptions	Red Riding Hood, Family		Animals, Clothes, Festivals	Spain, Revision	
<b>Enrichment</b>	Trip to Chester: Deva Roman Experience			Linking Schools			Manchester Art Gallery: Greek Workshop?		
<b>Class Assembly/ Performance</b>	Roman Class Assembly (November)								



# Year 4's Learning This Term

## History

Who was in charge of the Roman Empire?  
What events led up to Emperor Claudius invading Britain?  
Who was Boudicca and why did she take revenge on the Romans?

*Reflecting and examining why the Roman invasion of Britain occurred and the effect this had on life in Britain including the legacy they left.*

## Science

Is a Roman or modern day diet better for our bodies?  
What happens when we eat food?  
What happens if we don't look after our teeth?

*Understanding how food and drink affects our bodies and how our bodies digest food and drink.*

## Geography

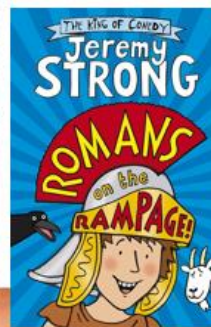
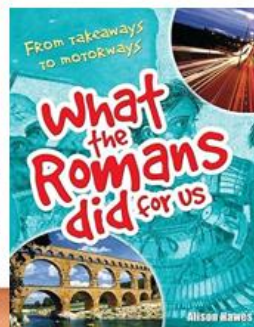
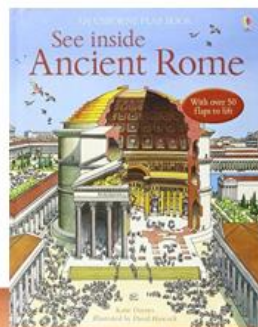
What geographical features were desirable to the Romans?  
How did the invention of Roman roads change how people lived in Britain?  
Where in the world is Italy and how is it different from Britain?

*Reflecting on how settlements and human behaviour changed in Britain due to the Romans.*


## Art and Design

How were mosaics used in Roman Britain?  
How do these compare to modern day artists who use mosaic in their work?  
How can we create a mosaic effect using different medium?

*Creating our own mosaics using a variety of medium.*



# Year 4's Learning This Term

<p style="text-align: center;"><b>Music</b></p> <p>Musical Structure &amp; Feeling Created By Music</p> <p>How does music bring us together? What are time signatures and how does it affect the listener? How does music connect us with our past? How are musical elements combined in a piece of music and how does it affect the listener?</p>	 <p><b>High Lane Primary School</b> <i>Creating the future, today.</i></p>	<p style="text-align: center;"><b>PE</b></p> <p>Cricket, Swimming &amp; Hockey</p> <p>How can I improve my swimming technique to be able to swim a further distance? How can I improve my batting technique to hit the ball further and more accurately? How can I effectively move the ball around the team to keep position of the ball?</p>
<p style="text-align: center;"><b>Computing</b></p> <p>Coding, Online Safety &amp; Effective Searching</p> <p>How can variables be useful when coding programs with selection? What is the difference between hardware and software? What is a search engine? What is meant by plagiarism? How might these digital skills help me and others?</p>	<p><b>Autumn</b> <b>2023-2024</b></p> <p><b>PE Autumn 1: Thursday</b> <b>PE Autumn 2: Monday &amp; Thursday</b></p> <p><b>Homework: Given out and collected on Friday.</b></p> <p><b>Spellings Test: Friday</b></p> <p><b>Library: Tuesday</b></p>	<p style="text-align: center;"><b>PSHE</b></p> <p>Relationships</p> <p>Is it easy to do the right thing? Can we be a good friend in person and online? Why is it important to treat each other equally?</p>
<p style="text-align: center;"><b>Spanish</b></p> <p>Animals &amp; Parts Of The Body</p> <p>How do we say animal names in Spanish? How do we say body parts in Spanish? What adjectives can we say in Spanish to describe animals and body parts? How does the Spanish language use adjectives differently to English?</p>		<p style="text-align: center;"><b>RE</b></p> <p>Christianity &amp; Religious Celebrations</p> <p>Why is Jesus inspiring to some people? What does it mean to be a Christian or Hindu today? How is Christmas and Diwali celebrated?</p>



# What will a typical week in Year 4 look like?

Year 4 Class Timetable										
Day	09:00 - 09:30	09:30 - 10:30		10:30 - 10:45	10:45 - 11:45	11:45 - 12:00	12:00 - 13:00	13:00 - 13:30	13:30 - 14:30	14:30 - 15:15
Monday	Assembly	English		Break	Maths	Spelling	Lunch	Guided Reading	Science	Times Tables
Tuesday	Signing Assembly	English			Maths	Spelling		Guided Reading	English	Music
Wednesday	Assembly	English			Maths	Spelling		Guided Reading	Topic	Times Tables
Thursday	Assembly	PE			Maths	Times Tables		PE		Spanish
Friday	Good Work Assembly	Homework	RE		Art	Spelling Test		Computing		PSHE



# Daily Routines/Timetables

## **P.E.**

Children will have PE lessons twice a week.

Our PE days are on: Thursday (this will change to Monday and Thursday from Autumn 2).

Your child will need to come into school in their school PE kits on these days

## **Swimming (Y3, Y4, Y5)**

This is planned for the Autumn Term on Thursdays.

## **Guitar, Ukulele and Woodwind (Stockport Music Service)**

Woodwind (Flute, Saxophone, Clarinet) Lessons: Tuesdays

Ukulele/Guitar Lessons: Fridays

Find out more about their lessons here:

<https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

## **Clubs**

Clubs start week beginning 2<sup>nd</sup> October. You can sign up to clubs termly.



# Homework

**Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.**

**Daily Reading** - 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.

**Spellings** - Spellings will be sent home via Class Dojo and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website and on separate pieces of paper.

**Ed Shed Activities** - Online activities for maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

## **Please note...**

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

**Please watch out for logins at the beginning of the year.**

# The National Curriculum

## The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

### **How can you help?**

- Engage your child in family visits that support school topics and interests of your child

#### Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

# The National Curriculum

## Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 4, the children will learn:

- Is it easy to do the right thing?
- How can we be a good friend in person and online?
- Why is it important to treat others equally?
- What does it mean to be part of a community?
- What is the impact of our digital footprint?
- Is how we spend our money important?
- Why is it important to look after our teeth?
- How does puberty affect our bodies?
- Are all drugs bad?

# The National Curriculum

## Wellbeing and Lifelong Learning

### How can you help?

- Encourage your child to show you information from school
- 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 positive 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!'**

# The National Curriculum

## Understanding your child's learning in English

### English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult into and throughout KS2

### English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on joined handwriting, spelling, punctuation and grammar (SPaG)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

# 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 National Curriculum

## Practical ways to support your child's learning in 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?

### Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel digraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

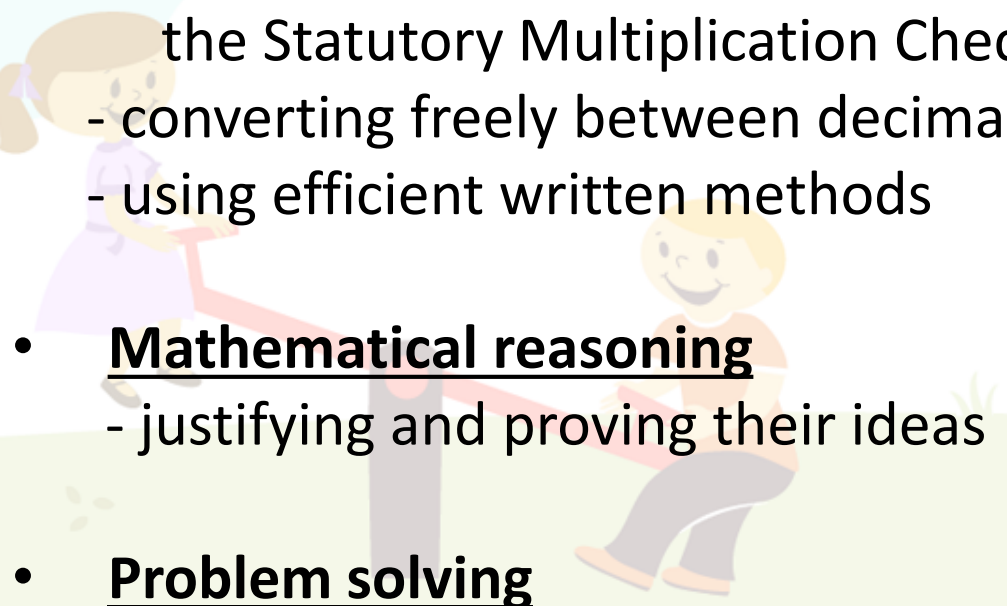
### Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

# The National Curriculum

## Understanding your child's learning in Maths

### Maths

- **Developing mathematical fluency**
    - automatic recall of addition and subtraction facts
    - automatic recall of multiplication and division facts (up to  $12 \times 12$  by Year 4 tested in the Statutory Multiplication Check (MTC))
    - 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
- 
- A faint, stylized illustration in the background shows a teacher standing and talking to two children, a girl and a boy, who are sitting on a grassy hill. The scene is set against a light blue sky with soft, white clouds.



# The National Curriculum

## Practical ways to support your child's learning in Maths

- 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.

Come along to our Maths mornings in Spring term to learn more about how to support your child in Maths.

# 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.**

We have worked hard as a school to develop a recovery curriculum to support the needs of our children. We feel confident in our curriculum as our practice is already to ensure we understand any gaps in learning 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
- Recordings of 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

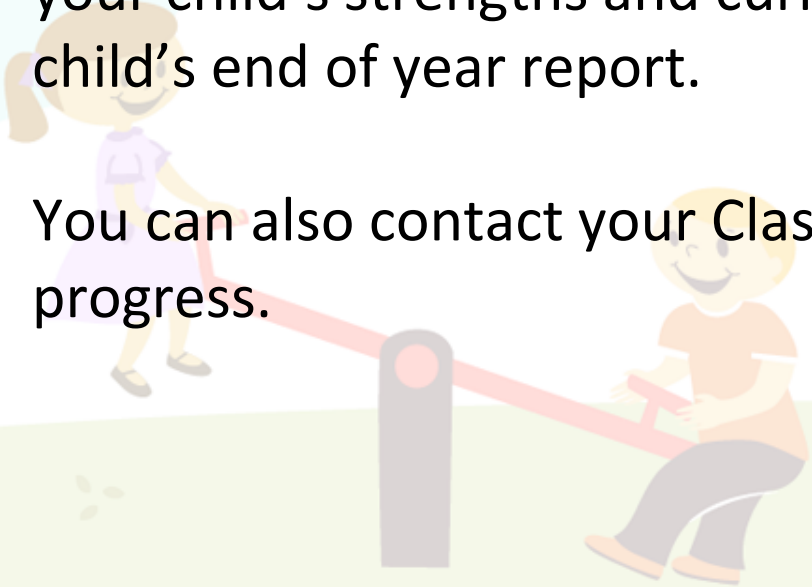
# Assessment at High Lane

## **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 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 your Classteacher at any time in the year to discuss your child's progress.

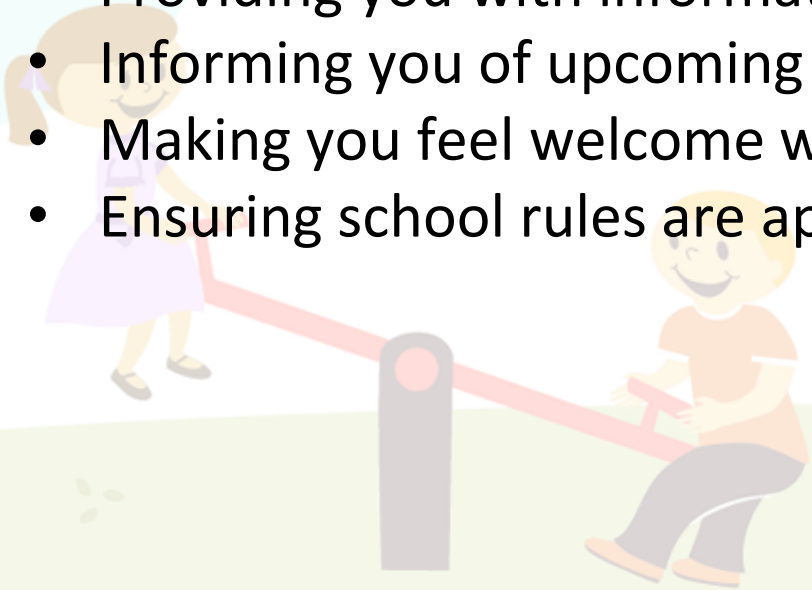


# Home/School Partnership

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 (keeping your child with you, responsible parking)
- 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

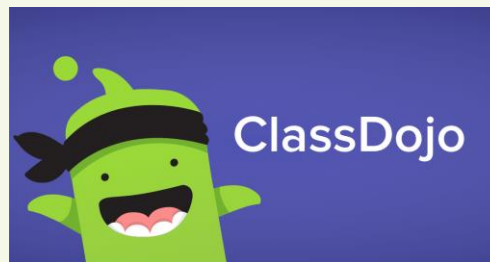


# Class Dojo

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

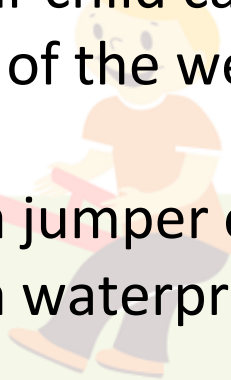
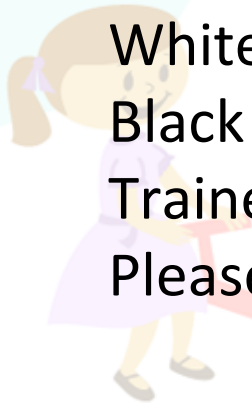
So that everybody can really make the most of Class Dojo, please remember these important points:

- 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.



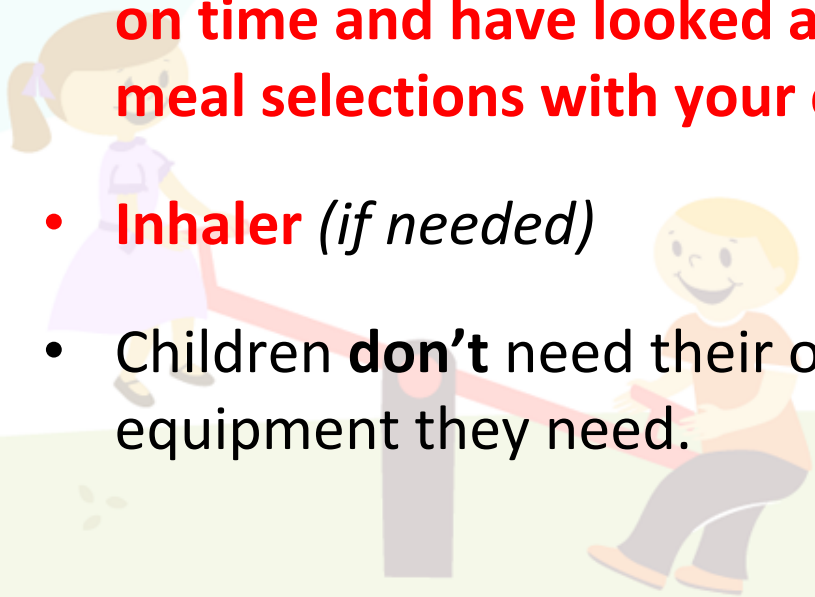
# What does your child need to have in school?

- **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 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.

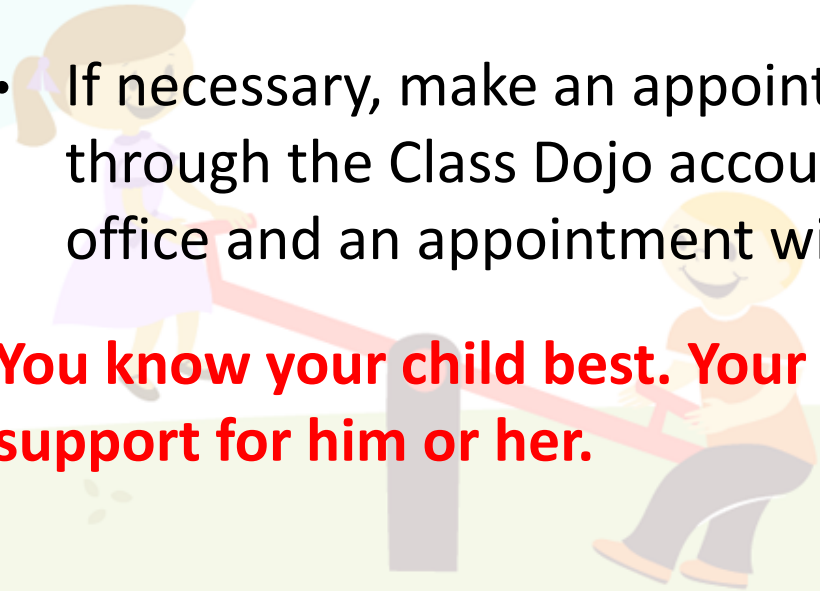


# What to do if you think your child may have SEND?

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'



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



Thank you for your time.

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

