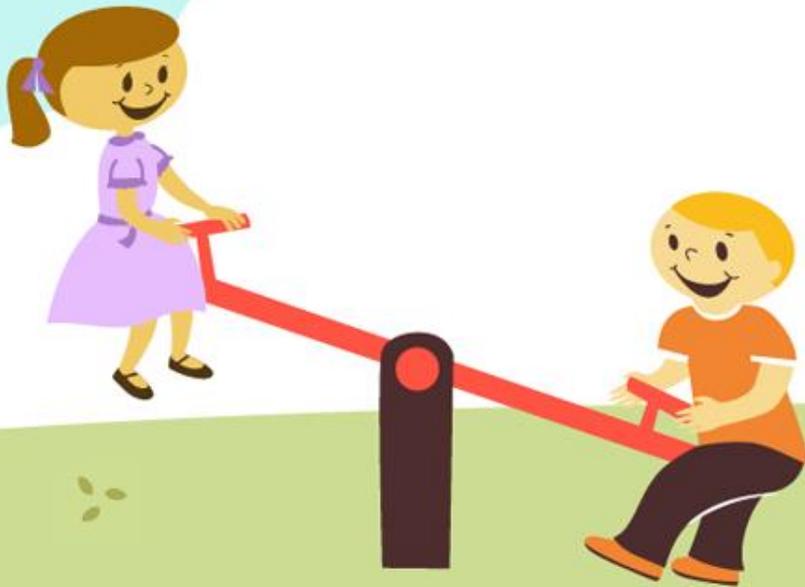


Welcome to Year 6



A little bit about us...

Classteacher - Overall responsibility for the class

Miss K Lloyd

Additional Adults

Mrs Yates and Mrs Cox – Will cover the class when the Classteacher has planning or management time

Teaching Assistants

Additional adults will also support learning in our classroom regularly.



Year 6's learning this year

Year 6 Long Term Plan 2023-24							
English	Term 1		Term 2			Term 3	
<i>Class novels highlighted</i>	Louis Sahar – Holes Transition from Y5 unit Argument writing – Should children be sent to Camp Green Lake? Alfred Noyes – The Highwayman Narrative poetry Persuasive advert – Catch the Highwayman!		Emma Carroll – Letters from the Lighthouse Narrative – Characterising speech, stories with flashbacks Non-chronological report – Surviving an air raid Recount – Letter from an evacuee			Lindsay Galvin – Darwin's Dragons Recount from the perspective of Charles Darwin Biography of Charles Darwin Narrative – Adventure story	
	Dracula Recount – Letter from Harker Robert Swindells – Room 13 Setting description – Creating atmosphere		Shaun Tan – The Arrival Poetry – creating imagery			Pandora Discovered (film unit) Persuasive writing – Should people go to Pandora? Journalistic text – Pandora found!	
Maths	Term 1		Term 2			Term 3	
Term 1	Number - Place Value	Number - Addition, Subtraction, Multiplication and Division	Fractions A	Fractions B	Converting Units	consolidation	
Term 2	Ratio	Algebra	Decimals	Fractions, Decimals and Percentages	Area, perimeter and volume	Statistics	consolidation
Term 3	Shape	Position and direction	Themed investigations		Review of key skills for transition		
Topic	Term 1		Term 2			Term 3	
History	Consolidating key skills	Crime and Punishment <i>How has crime and punishment changed in Britain?</i>	World War II <i>How was my region affected by World War II?</i>			Consolidating key skills	
Geography	The United States <i>What are the similarities and differences between my region and the Western United States?</i>	Consolidating key skills			Sustainable living <i>What is the economic activity of the UK?</i>	Fieldwork <i>How can our school reduce its plastic waste?</i>	
Science	Living things and their habitats <i>How can we classify living things into groups?</i>	Electricity <i>How can circuits vary?</i>	Animals including humans <i>How do an animal's living systems work together to maintain a healthy body?</i>	Evolution <i>How have living things evolved over time?</i>		Light <i>How do our eyes work?</i>	
Music (Charanga)	Music and Technology <i>How does music bring us together?</i>	Developing ensemble <i>How does music connect us with our past?</i>	Creative composition <i>How does music improve our world?</i>	Musical styles connect us <i>How does music teach us about our community?</i>	Improvising with confidence <i>How does music shape our way of life?</i>	Farewell Tour <i>How does music connect us with our environment?</i>	



Year 6's learning this year

Computing	Teach Computing Creating 3D media	Purple Mash Coding	Purple Mash Online Safety	Purple Mash Networks	Purple Mash Blogging	Teach Computing Spreadsheets	Crumble Coding
PSHE	Relationships <i>How do friendships change as we grow?</i> <i>How can we build positive relationships?</i> <i>What does it mean to be a positive role model?</i>		Living in the wider world <i>What does prejudice look like today?</i> <i>How do we manage the negative impact of using the Internet?</i> <i>How do people's attitude about money differ?</i>		Health and wellbeing <i>How can change affect our mental health?</i> <i>How are babies conceived?</i> <i>How can we protect our personal information? What is the purpose of age restrictions?</i>		
E-safety, British Values, anti- bullying and Restorative Approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.							
PE	Gymnastics: Counter-balance	Dance: The Haka	Gymnastics: Flight	Dance: Through the ages	Gymnastics: Group sequences	Rounders	
	Cricket (Coach)	Rugby	Hockey	Netball	Tennis	Athletics	
Art	Drawing and sketchbooks <i>How can 2D drawings become 3D objects?</i>		Surface and Colour <i>How can artists reflect their identity through art?</i>		Working in three dimensions <i>How have artists used light, form and colour to create immersive environments?</i>		
Design Technology		Electrical Systems <i>Switches and circuits</i>		Food <i>Now and then – comparing WWII cooking with today</i>		Textiles <i>How can we recycle materials to create a lasting memory of our time at school?</i>	
RE	Expressing <i>Is it better to express your region in arts and architecture or charity and generosity?</i>	Expressing <i>What can be done to reduce racism?</i>	Living <i>What matters most to Christians and Humanists?</i>	Believing <i>What do religions say to us when life gets hard?</i>		Living <i>What difference does it make to believe in ahimsa, grace and ummah?</i>	
Spanish	<i>How do we describe the weather?</i> <i>How do we pronounce our hobbies?</i> <i>How can we use 'tener' to describe the pets people have?</i> <i>How do Mexican legends compare to those in other languages?</i> <i>Which words rhyme in Spanish?</i> <i>How do we use the verb 'to be' in Spanish?</i>		<i>How do we use the verb 'ser' in negative form?</i> <i>How do we pronounce numbers 1-60 in Spanish?</i> <i>How do we pronounce different school subjects in Spanish?</i> <i>How does the Spanish school day compare to one in Britain?</i>		<i>What is your preferred subject in school?</i> <i>Can we listen to and memorise a Spanish story?</i> <i>How do we use the verb 'ir'?</i> <i>How do you pronounce modes of transport in Spanish?</i> <i>How do you pronounce items in the classroom?</i> <i>What are Spanish possessive adjectives and prepositions?</i>		
Year 6 Enrichment activities and assemblies							
Term 1		Term 2			Term 3		
Crucial Crew – [TBC]					Residential @ Manor Adventure – July 2024 Leavers' Assembly - July 2024		



Geography

What is the geography of the North American continent?
What are the similarities and differences between my region and Western USA?

Identify the key human and physical features of Western America.

Science

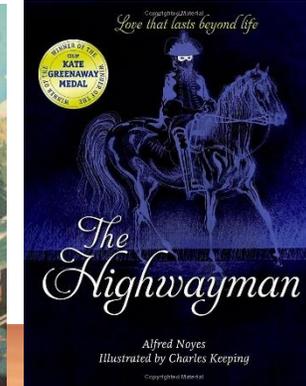
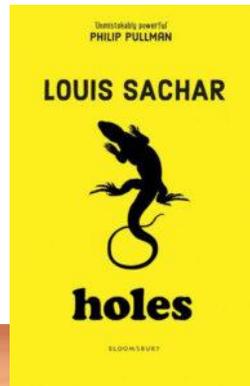
What is 'classification' of living things?
Who is Carl Linnaeus?

Understanding how we classify living things into broad groups based on their characteristics.

Art and Design

What do designers need to consider when creating packaging?
How can existing packaging be repurposed?

Create sketch books to record their observations and use them to review and revisit ideas.



Science

What do scientific symbols mean?
How do variations in components influence a circuit?

Understanding scientific symbols and how voltage has an impact on the working of different components.

History

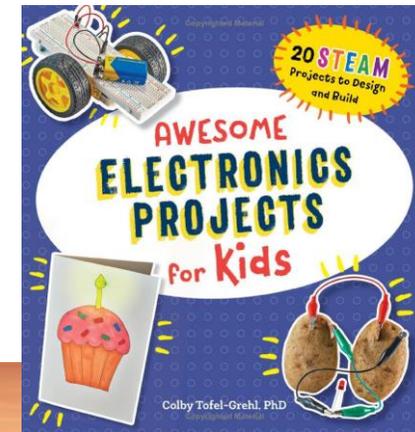
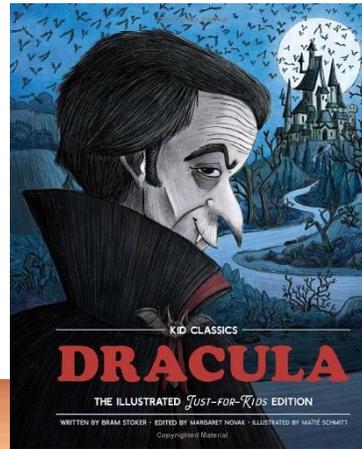
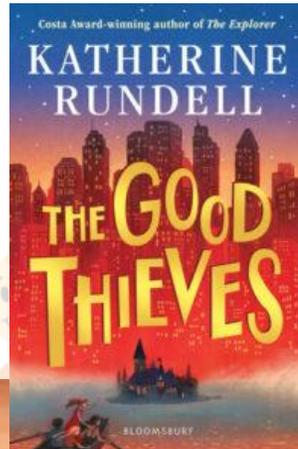
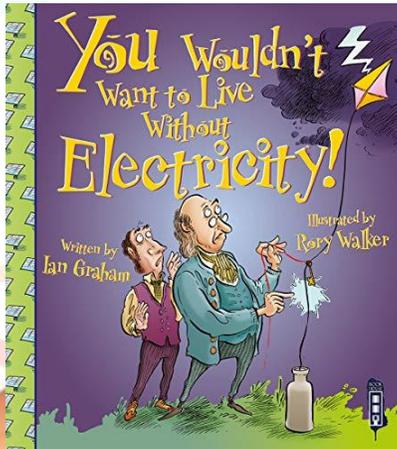
What is crime and punishment and how has it changed throughout history?

Exploring a theme in British history that extends pupils' chronological knowledge beyond 1066 – crime and punishment.

Design Technology

What makes an effective game for younger children? How can we accurately measure, cut and join pieces of wood?

Research and develop designs that are fit for purpose.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value Addition, subtraction, multiplication and division	Fractions Converting units	Ratio Algebra	Fractions, decimals and percentages Area, perimeter and volume	Shape Position and Direction	Themed projects that provide consolidation of taught concepts
English	<p>Louis Sahar – Holes Discussion – Should children be sent to Camp Green Lake?</p> <p>Alfred Noyes – The Highwayman Narrative poetry Non-chronological report – Famous outlaws</p> <p>Dracula Recount – Letter from Harker</p> <p>Robert Swindells – Room 13 Setting description – Creating atmosphere</p>		<p>Emma Carroll – Letters from the Lighthouse Narrative – Characterising speech Non-chronological report – Surviving an air raid Recount – Letter from an evacuee</p> <p>Shaun Tan – The Arrival Poetry – Creating imagery</p>		<p>Lindsay Galvin – Darwin’s Dragons Recount from the perspective of Charles Darwin Narrative – Adventure story</p> <p>Pandora Discovered Persuasive writing – Should people go to Pandora?</p>	
Science	<p>Living things and their habitats How do we classify living things? Who was Carl Linnaeus? Why do we use classification systems?</p>	<p>Electricity Why does the level of voltage affect the function of components within a circuit?</p>	<p>Animals, including humans What is the circulatory system and how does it work? How can a person’s lifestyle affect their body?</p>	<p>Evolution and inheritance What does an offspring inherit from their parents? How have living things evolved throughout time? How do animals adapt to their surroundings?</p>		<p>Light How do we see the things around us? Working scientifically</p>

Music

Charanga

How does music bring us together?

Developing melodic phrases

How does music connect us with our past?

Understanding structure and form



High Lane Primary School

Creating the future, today.

PE

Gymnastics and cricket

How can we create sequences that include counter-balances with a group?
Can we apply skills and tactics to successfully win?

Dance and rugby

How can we create goal scoring opportunities?
What skills are needed to dance effectively as a group?

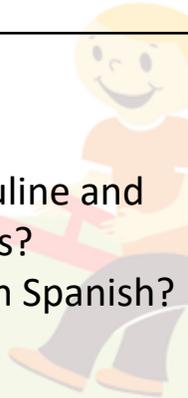
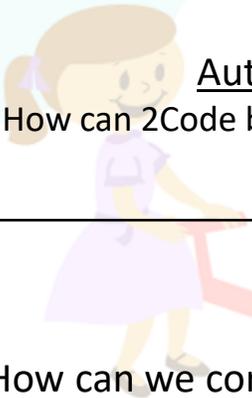
Computing

Autumn 1: Creating 3D Media

How can 3D modelling be manipulated so that it can be used for a specific outcome?

Autumn 2: Coding

How can 2Code be used to create a text-based game?



Autumn

2023-2024

PE days: Thursday and Friday

**Homework: Given on a Thursday,
handed in on Wednesday**

Spellings test: Thursday

Library: Friday

PSHE

Relationships

How do friendships change as we grow?
How can we build positive relationships? What does it mean to be a positive role model?

RE

Autumn 1: Expressing

Is it better to express your religion in arts and architecture, or in charity and generosity?

Autumn 2: Believing

What does religion say to us when life gets hard?
Why is there suffering?

Spanish

How can we correctly apply masculine and feminine forms of adjectives?

How can we describe the weather in Spanish?

How do we say hobbies?

How do we say animals?

What will a typical week in Year 6 look like?

	9.00 - 9.20	9.20 - 10.30	10.30 - 10.45	10.45 - 11.45	11.45 - 12.00	12.00 - 1.00	1.00 - 1.30	1.30 - 2.30	2.30 - 3.15	
Monday	Assembly	Maths	Break time	English	GPS	Lunch time	WCR	Science	Music/Spanish	
Tuesday Bex TLR cover		Maths		English	GPS		WCR	RE	PSHE	Class novel
Wednesday		Maths		English	GPS		WCR	History/Geography	Computing	
Thursday Sue PPA cover		Homework		GPS	WCR		Maths	Arithmetic	Art/DT	PE
Friday		Maths		English	Library		WCR	Music/Spanish	PE	



Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: **Thursday and Friday**

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

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 2nd 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 or 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 6, the children will explore the following questions:

- How do friendships change as we grow?
- How can we build and maintain positive relationships?
- What does it mean to be a positive role model?
- What does prejudice look like today?
- How do we manage negativity online?
- How do people's attitudes about money differ?
- How can change affect our mental health?
- How can we prepare for high school?
- How are babies conceived?
- How can we protect ourselves online?
- Are there risks to taking drugs?

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)

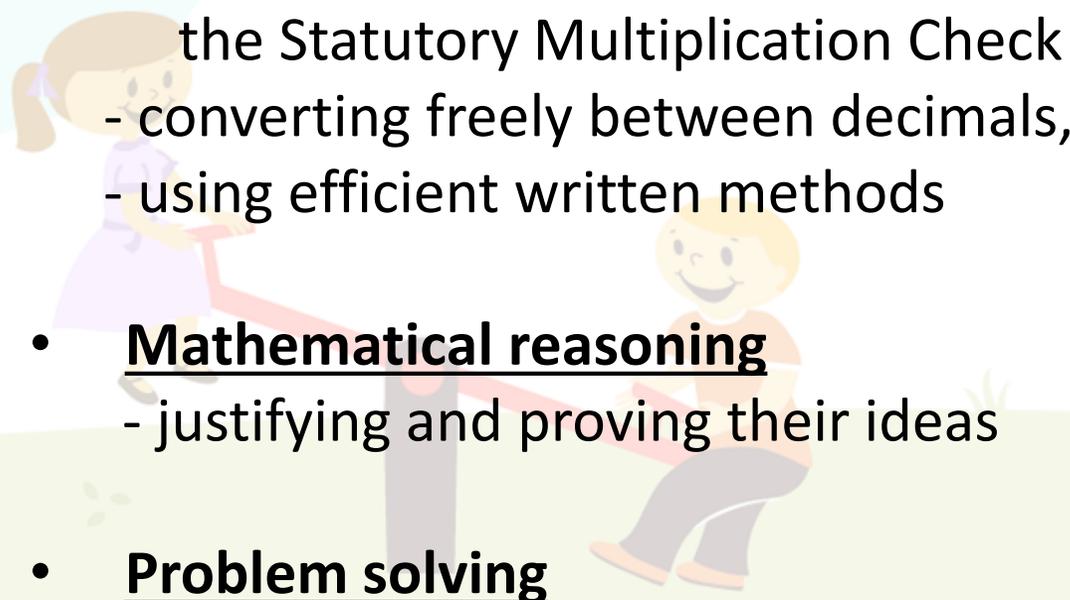
Writing

- 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 12×12 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
- 

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

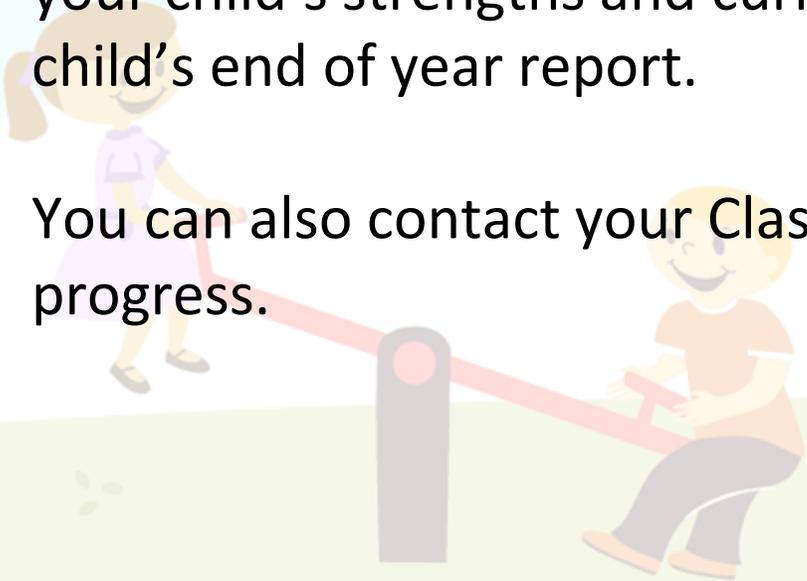
Assessment at High Lane

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.



Assessment at High Lane

Year 6 SATs: week commencing Monday 13th – Thursday 16th May

- Monday 13th – English grammar, punctuation and spelling papers 1 and 2
- Tuesday 14th – English reading
- Wednesday 15th – Mathematics papers 1 and 2
- Thursday 16th – Mathematics paper 3



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 (no mobile phones being used on the playground for safeguarding purposes, no smoking/vaping)
- 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.

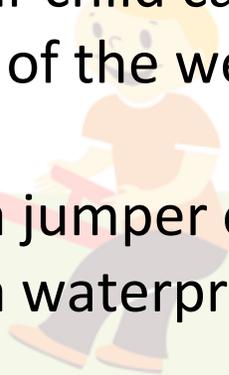
So that everybody can really make the most of Class Dojo, please remember these important points:

- 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.



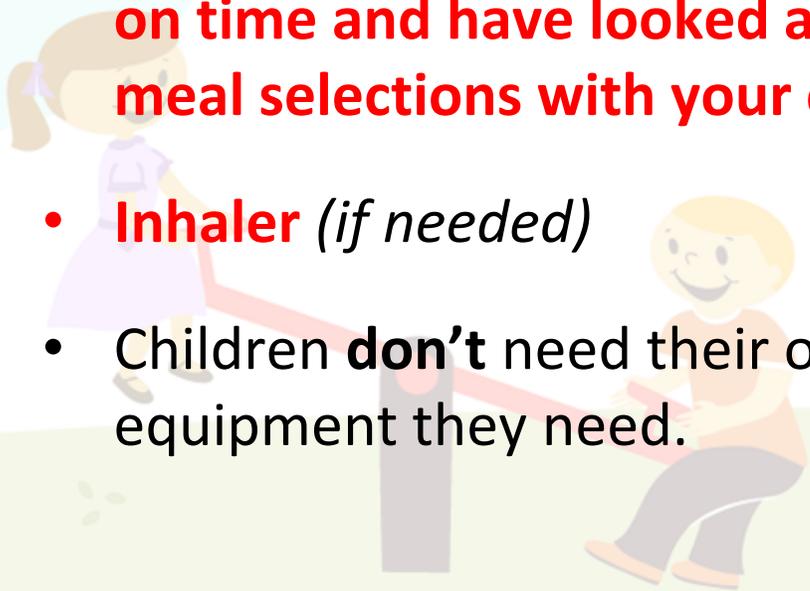
What does your child need to have in school?

- **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?

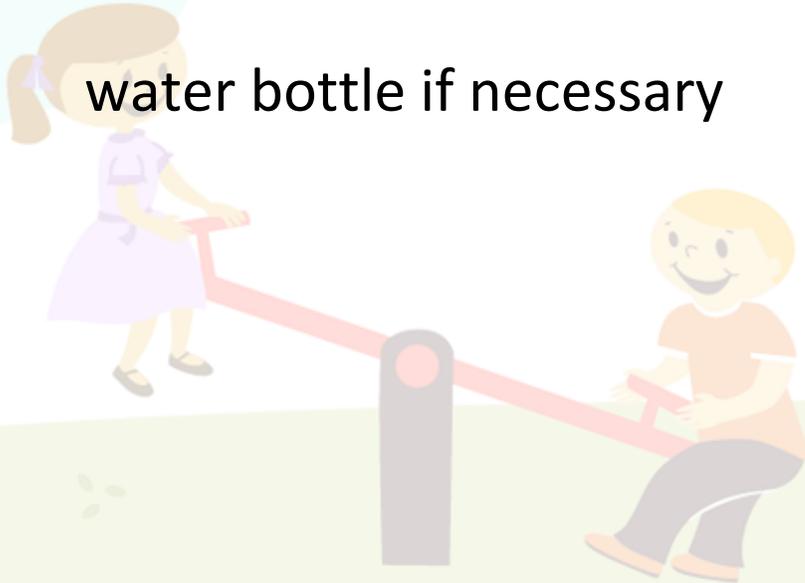
- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where 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 up to 1000ml water bottles with wide necks should be sent into school – this is 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.

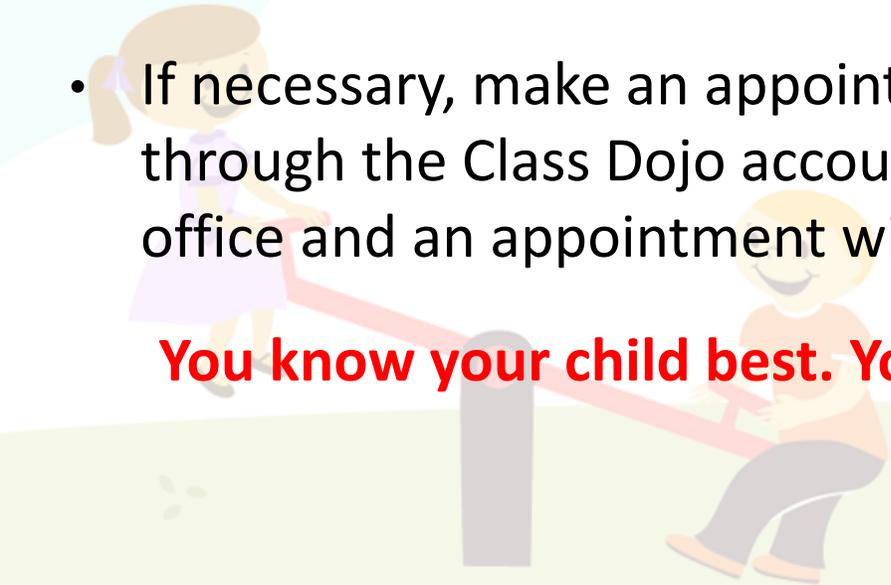


What to do if you think your child may have SEND?

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.

