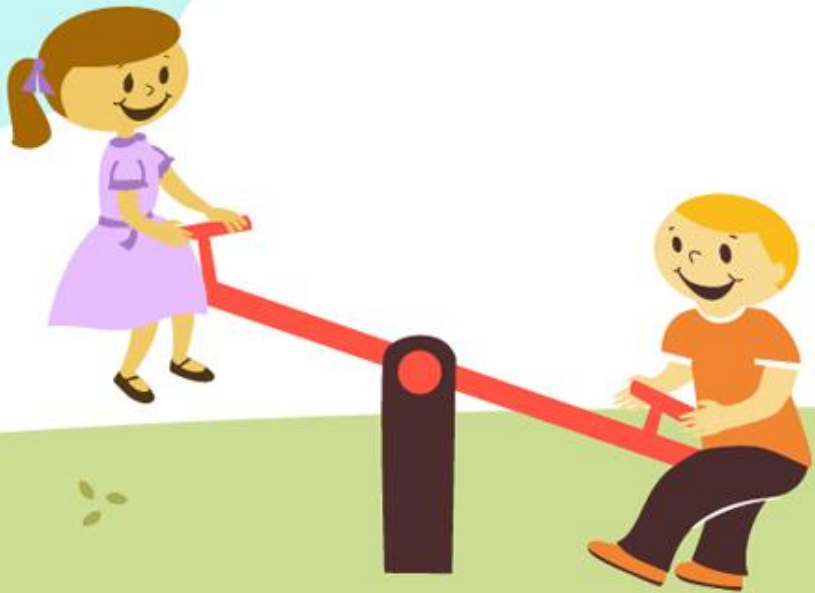


Welcome to EYFS



A little bit about us...

Class teacher - Overall responsibility for the class

Ms Hallam

Miss Roper

Additional Adults

Mrs Yates will cover the class when the class teachers have planning time.

Teaching Assistants

Consistent additional adults will support learning in our classroom.

Miss Jones

Mrs Yasmin

Miss Anthony

Mrs Callaghan

Miss Kearley



EYFS' learning this year

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|---|--|---|---|---|---|
| Possible Topics | All about me Relationships Family Senses Autumn Harvest | Bonfire Night The Magic of Science (water) Boats Winter Christmas | New Year Chinese New Year Big Garden Bird Watch How have I changed? The World of Fairy Tales | Growing and Changing | | Places to Explore <i>Out into Space</i> <i>A World of Pure Imagination (Castles, Dragons, fairy tale creatures, dinosaurs)</i> |
| | | | | Spring Changes in our environment Spring animals Plants Easter | People that help us | |
| Role Play | Home Corner Shop | Home Corner Post Office | Home Corner Restaurant Food Delivery Service | Home Corner Garden Centre | Home Corner Hospital | Home Corner Airport Spaceship |
| Community Links | What is in our school grounds? Where is our local Church? Church Trip: Harvest | Where do we post our letters? What is a nativity? How do we perform on a stage? Where is our local Church? Where is the water around us? What is a canal? Church Trip: Christingle Nativity Assembly Residential home: Trip to visit and share Art/Songs | Where is our local library? What can we see growing in our school grounds and local area? What shops are in our local area? What restaurants are in our local area? Reception Class Assembly Library Trip | What shapes can we see in our local area? What can we see growing in our school grounds and local area? What shops are in our local area? How do we perform songs to an audience? (Easter Sing Song) Local Area Walk | Where is our local fire station? What buildings are there in our local area? Local Area Walk | Where is our local park? What is an assembly? (Nursery Graduation) Farm Trip Nursery: Exploring a farm Local Park Trip Beach for Rec/Y1 |

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

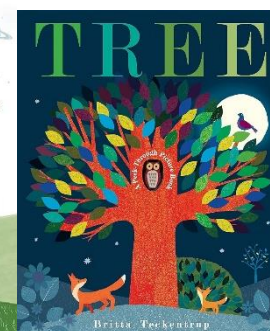
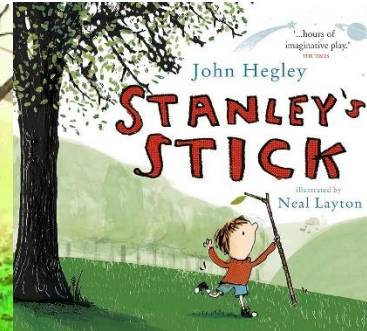
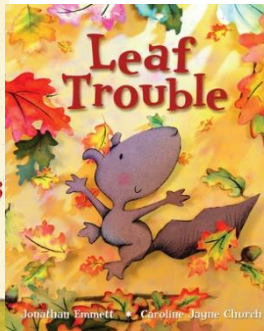
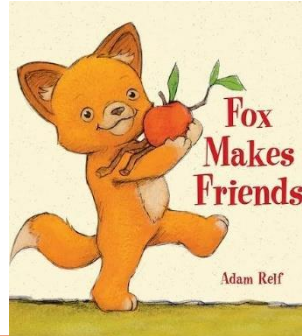
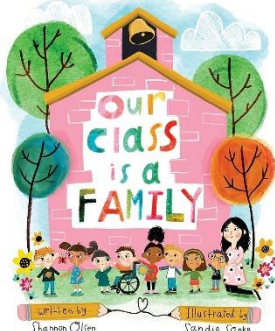
What do I like to play with?
What does special mean?
Who is special to me?
What makes me feel happy, sad, safe, angry or calm?
How can we see feelings in others?

Physical Development

How can I move my body in different ways?
What happens to our bodies when we move?
Can I put my coat and shoes 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?



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

***Nursery have PE on Friday.
Please send children in trainers
and sports clothing.***

***On Muddy
Mondays(afternoons), children
need to wear clothes for the
outdoors.***

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



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

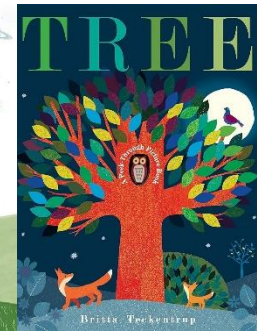
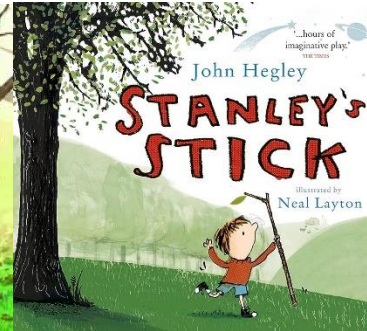
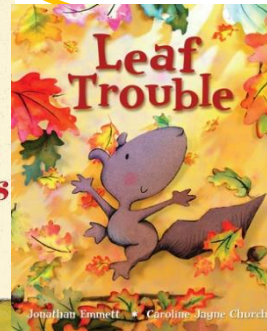
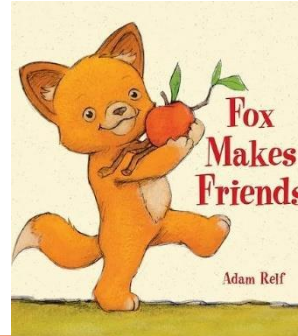
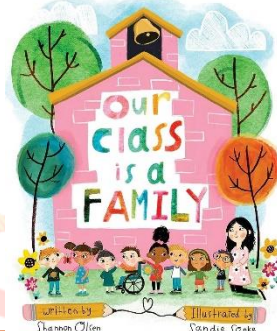
What am I interested in?
What am I good at?
What does special mean?
What are feelings?
What do different feelings look like?
What makes me feel happy, sad, safe, angry or calm?
How do our special people make us feel?
How can we change our feelings?
How can we see feelings in others?

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?



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

Reception have PE days on a Thursday. Please send children in trainers and their PE kit.

On Muddy Mondays (afternoons), children need to wear clothes for the outdoors.

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



What will a typical week in EYFS look like?

| <i>Week beginning:</i> <i>Weekly timetable Reception and Nursery</i> | | | | | |
|--|--|--|--|--|--|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00-9:10 Meet and Greet Register lunches check in calendar | Meet and Greet Register lunches check in calendar | Meet and Greet Register lunches check in calendar | Meet and Greet Register lunches check in calendar | Meet and Greet Register lunches check in calendar | Meet and Greet Register lunches check in calendar |
| 9.10– 9.20 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 9.-20- 10.15 Teacher directed/Continuous provision Indoors | Teacher directed/Continuous provision Indoors | Teacher directed/Continuous provision Indoors | Teacher directed/Continuous provision Indoors | Reception PE Teacher directed/Continuous provision Indoors | Nursery PE Teacher directed/Continuous provision Indoors |
| 10:15-10:30 | Snack | Snack | Snack | Snack | Snack |
| 10:30 – 10:45 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 10:45-11:30 | Teacher directed/Continuous provision outdoors | Teacher directed/Continuous provision outdoors | Teacher directed/Continuous provision outdoors | Teacher directed/Continuous provision outdoors | Teacher directed/Continuous provision outdoors |
| 11:30 -11:45 | Story and hand wash | Story and hand wash | Story and hand wash | Story and hand wash | Story and hand wash |
| 11.45-12.45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45-13.00 | Maths | Maths | Maths | Maths | Maths |
| 13:00- 14:00 | Muddy Monday | Teacher directed/Continuous Provision | Teacher directed/Continuous Provision | Teacher directed/Continuous Provision | Teacher directed/Continuous Provision |
| 14:00-14:15 | | Snack and break time | Snack and break time | Snack and break time | Snack and break time |
| 14:15 - 14.30 | Adult led input Music/PSHE/UTW | Adult led input Music/PSHE/UTW | Adult led input Music/PSHE/UTW | Adult led input Music/PSHE/UTW | Adult led input Music/PSHE/UTW |
| 14:45- 15:15 Home time | Story | Story | Story | Story | Story |

Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: **Thursday for Reception and & Friday for Nursery**

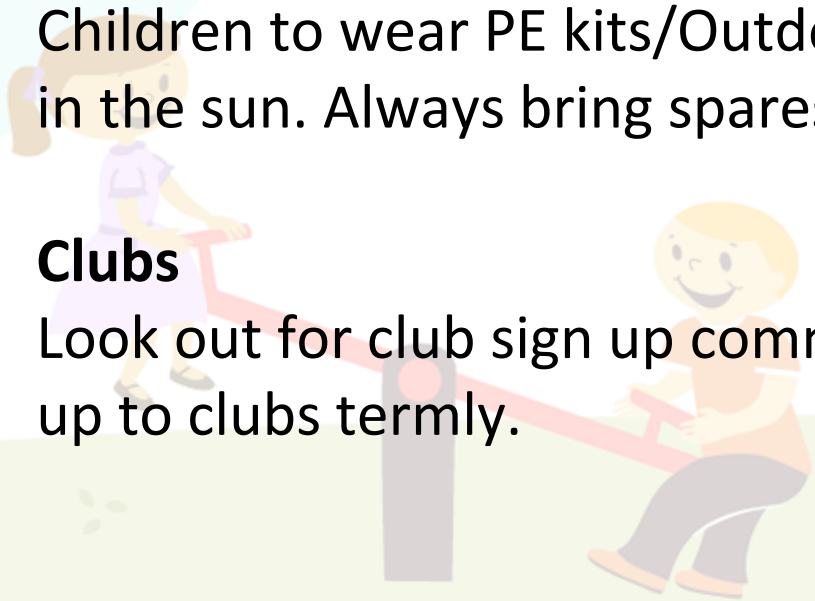
Your child will need to come into school in their school PE kits on these days

Muddy Mondays

Children to wear PE kits/Outdoor clothing. Dress appropriately for the weather e.g. hats in the sun. Always bring spares.

Clubs

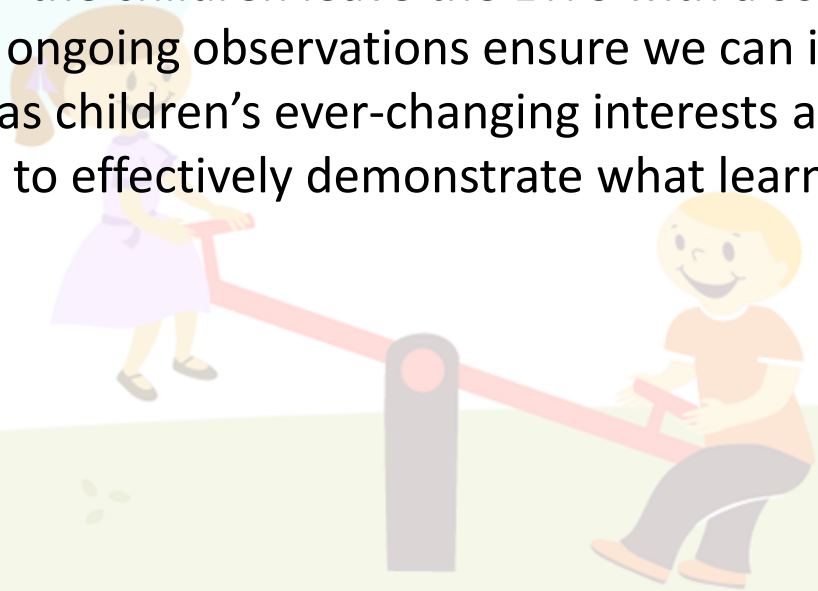
Look out for club sign up communication going out the end of September. You can sign up to clubs termly.



The EYFS Curriculum

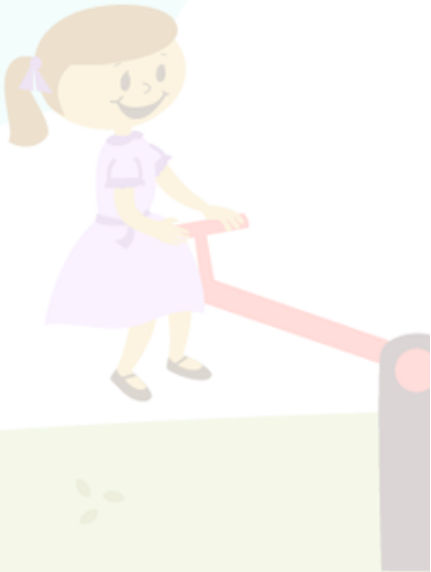
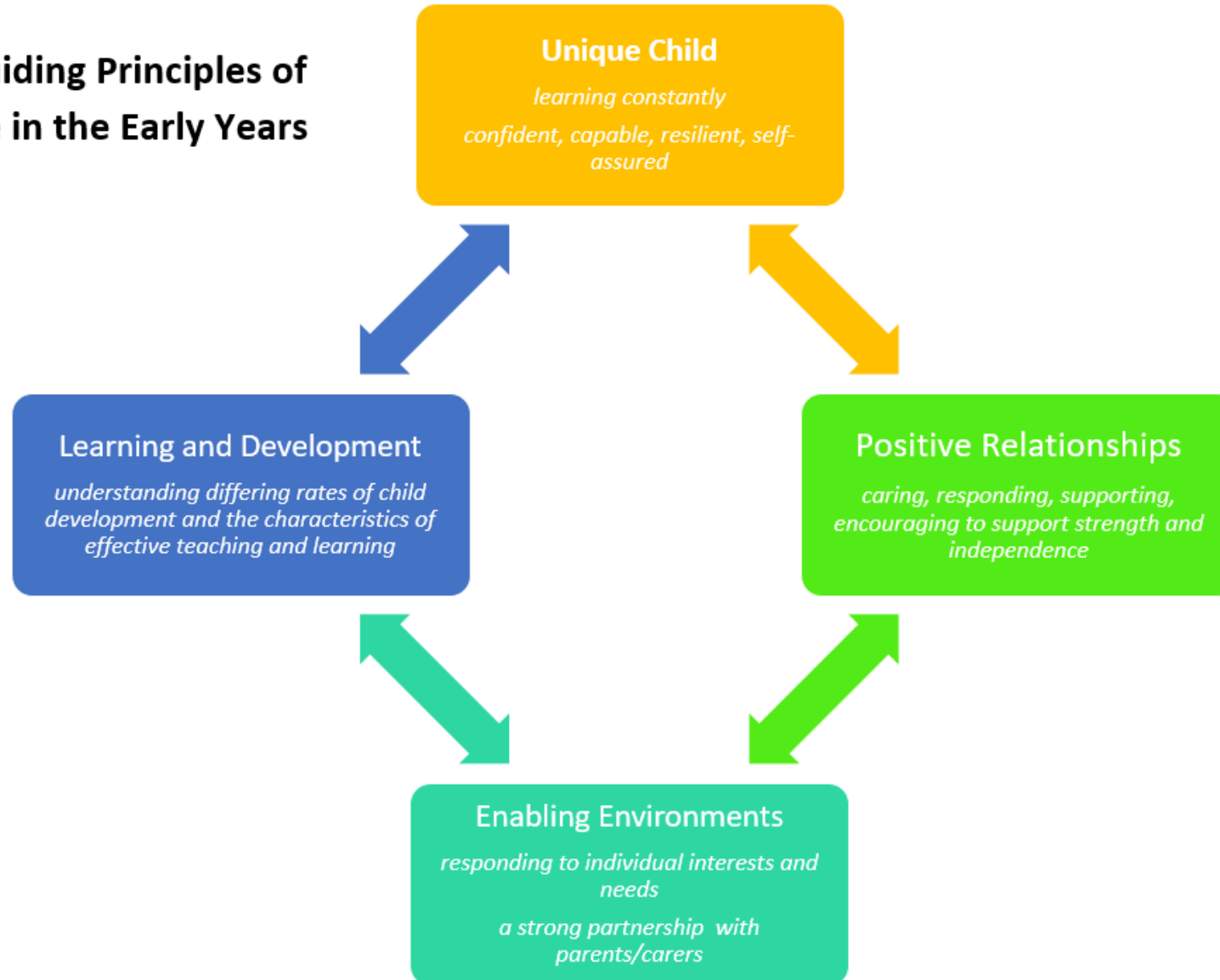
What do we want to achieve?

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.

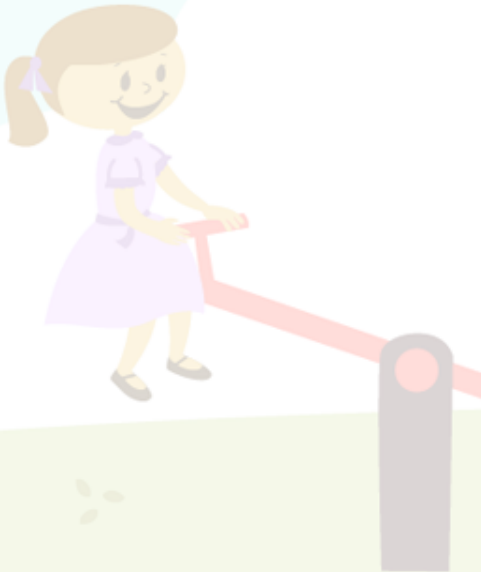


The EYFS Curriculum

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 Motor 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

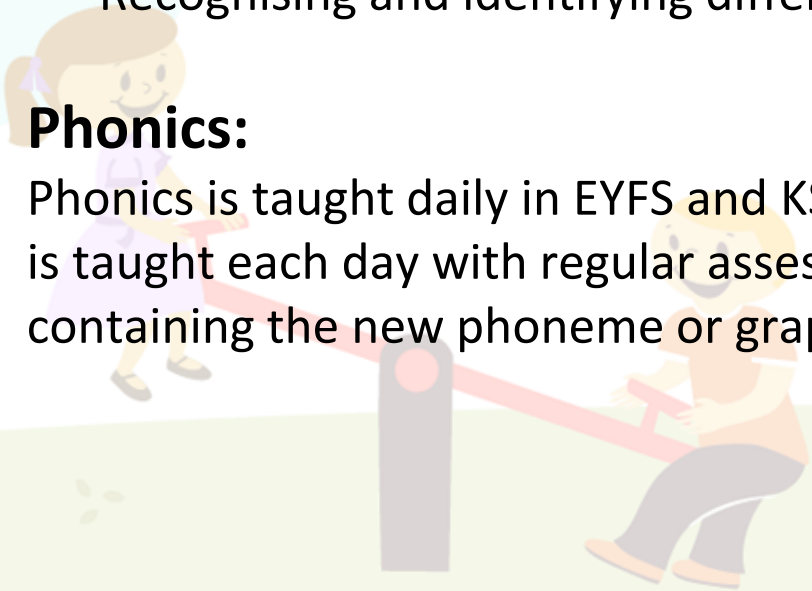
Supporting your child in the specific areas of learning

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 (Reception):

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.

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

Library book (Nursery and Reception) - 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.

The EYFS Curriculum

Supporting your child in the specific areas of learning

Home reading - Enjoying books with you child

Developing Early Comprehension Skills

Recalling Key Facts

At the end of the page, ask them one of these questions. Let them read back through the text, or read the text aloud to them, allowing them to find or hear the answer.

What is happening in the picture? Who are the characters in the book? Where do they live? How is the character feeling? Where does the story take place? When did the story take place? Tell me about the main character - (Young, old, friendly, miserable, lonely, popular...)

Predicting and Explaining

After the children have read a few pages, can they predict what will happen next? OR explain why something has happened. If they find this difficult, give them suggestions.

What do you think will happen next? Why do you think the character did that? Why do you think the character did that? Does the character remind you of anyone?

Reflecting

Discuss the ending of the book with the children. Give them some time to digest what they have read with you.

What happened in the story? How does the story make you feel? What do you think about the ending of the story? What was your favourite part of the story? Why?

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)*.

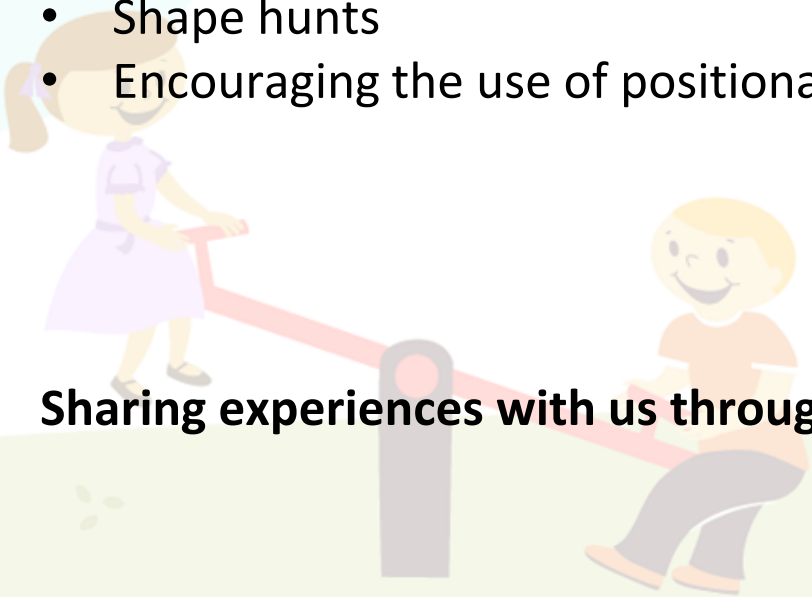
The EYFS Curriculum

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 them
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

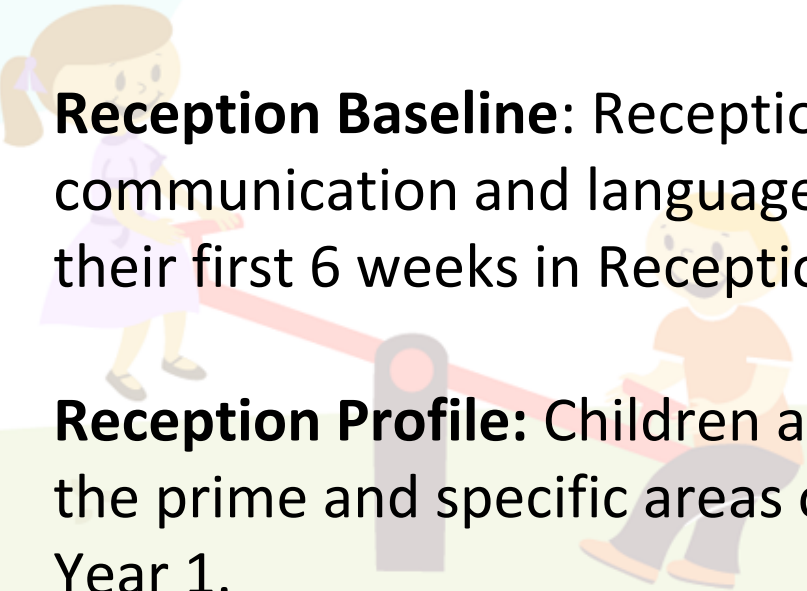
Sharing experiences with us through Class Dojo

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 two children on a seesaw. A girl with brown hair in a ponytail, wearing a purple dress, is on the left side of the seesaw, which is currently down. A boy with blonde hair, wearing an orange shirt and grey pants, is on the right side, which is currently up. The seesaw is red with a grey pivot point. The background is a light green field with some small yellow flowers.

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.

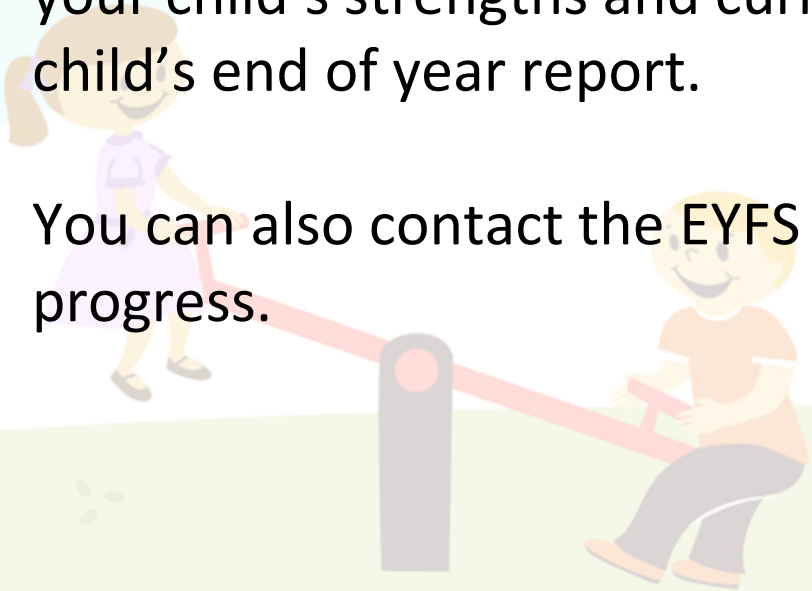
Assessment at High Lane

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 teachers at any time in the year to discuss your child's progress.

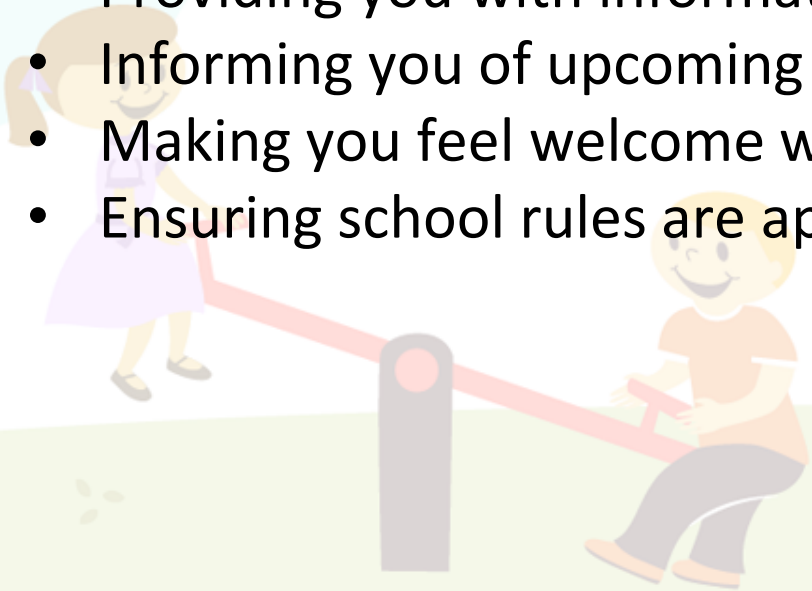


Parents as Partners

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



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

Parents as Partners

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 at all times, no mobile phones, vapes or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo 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
- Practise key skills with your child at home – for example developing independence in toileting, getting dressed and organising themselves
- Tell us about experiences your child has at home through Class Dojo portfolios

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):

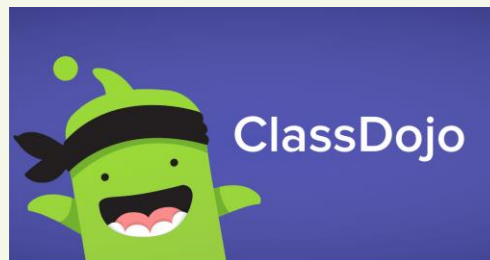
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

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: Reception children should wear school uniform on all days except PE days.

Nursery children can wear uniform or their own clothes suitable for play indoors and outdoors

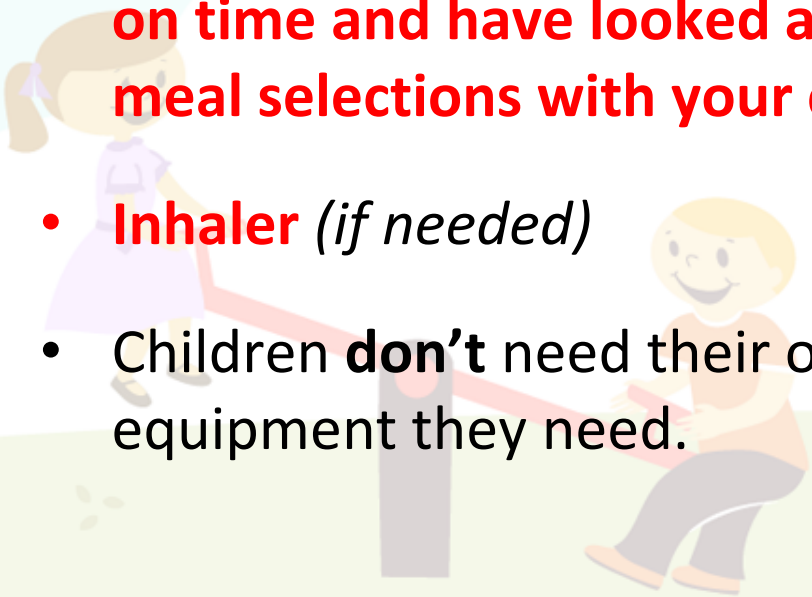
- Long hair should be tied back and only stud earrings can be worn.
- On PE days, Reception children must wear **school** PE kit and Nursery children can wear PE kit or active wear and trainers suitable for indoors and outdoors:
 - Red school jumper
 - White shirt
 - Black joggers, leggings or shorts
 - Trainers - that your child can fasten themselves
 - Earring should be removed for PE.

Please 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?

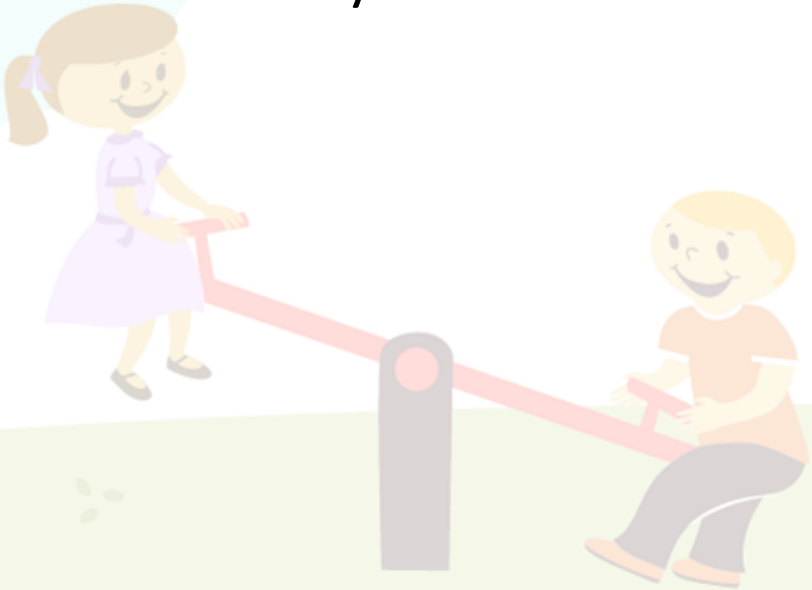
- A healthy **nut-free** snack in their coat pocket.
- A named lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child 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, named 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 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

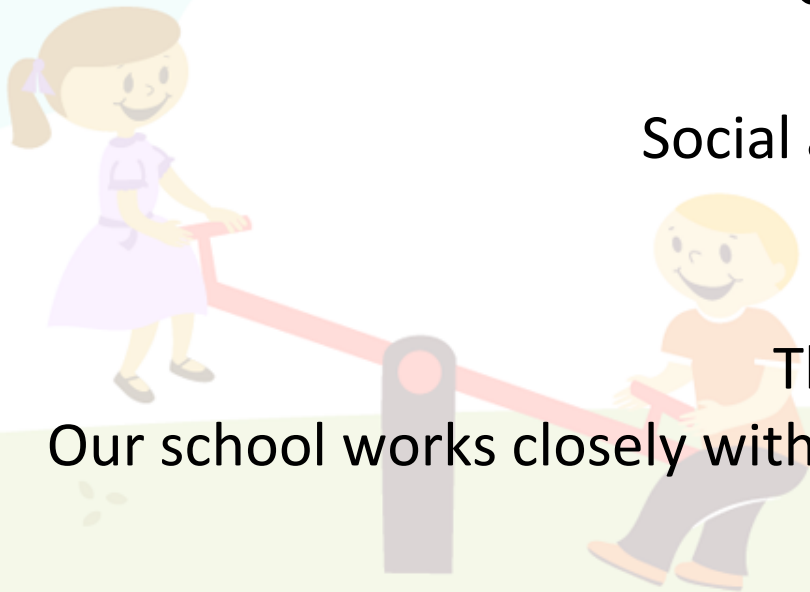
Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our school works closely with the Stockport Neighbourhood Inclusion team and the Four Rivers Trust.

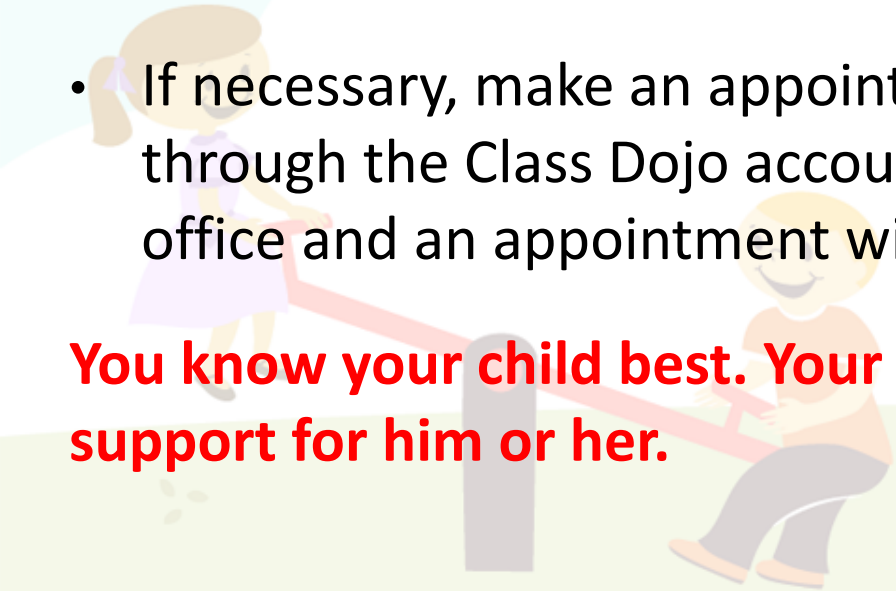


What to do if you think your child may have SEND?

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.

