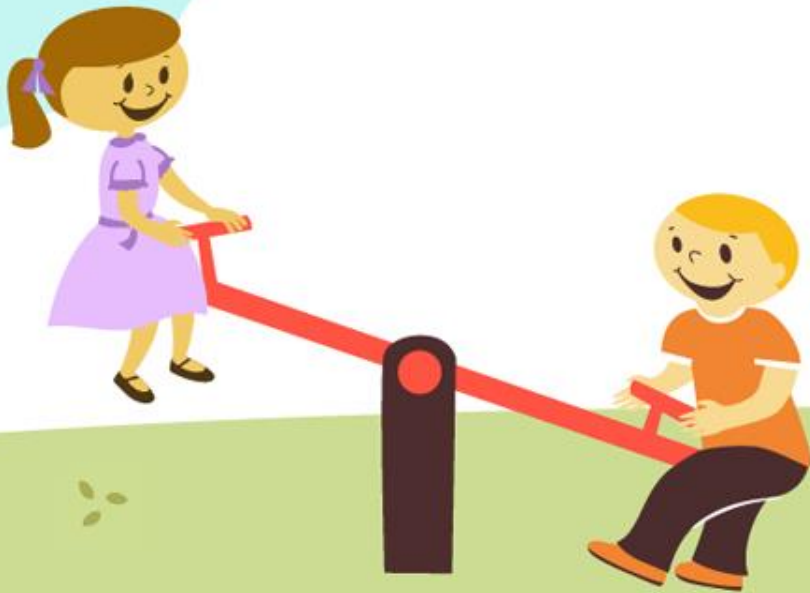


# Welcome to Year 5



# A little bit about us...

**Classteacher** - Overall responsibility for the class

Mr Williams

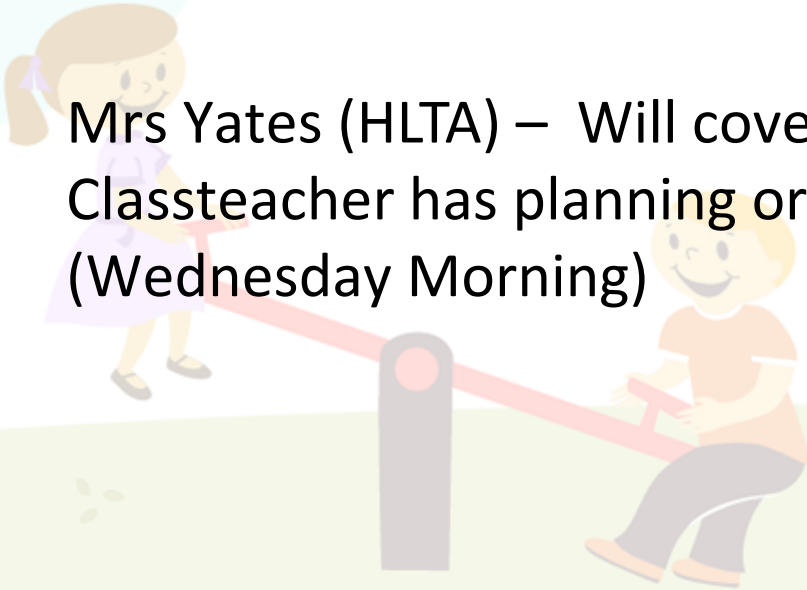
## **Additional Adults**

Mrs Yates (HLTA) – Will cover the class when the Classteacher has planning or management time (Wednesday Morning)

## **Teaching Assistants**

Consistent additional adults will also support learning in our classroom regularly.

(Mrs Cox, Mrs Worsley, Miss Kearley & Miss Wootten)



# Year 5's learning this year

Year 5 Long Term Plan									
English	Term 1			Term 2			Term 3		
	<p><b>Hook: Treasure (Literacy Shed)</b> Writing to entertain: Setting description Writing to inform: Diary entry</p> <p><b>Hook: The Lego Story (Literacy Shed)</b> Writing to inform: Biography</p> <p><b>Hook: The Alchemist's Letter (Literacy Shed)</b> Writing to entertain: Narrative</p>			<p><b>Hook: Curiosity by Markus Motum/Tabula Rasa (The Literacy Shed)</b> Writing to inform: Report</p> <p><b>Hook: Wing (Literacy Shed)</b> Writing to entertain: Poetry and Narrative</p> <p><b>Hook: Cosmic</b> Writing to persuade: Letter</p>			<p><b>Hook: Day of the Dead (Literacy Shed)</b> Writing to inform and persuade: Non-chronological report and Advertising</p> <p><b>Hook – Francis (Literacy Shed)</b> Writing to entertain: Narrative</p>		
Class Novels	<p><b>The Nowhere Emporium</b> (Ross MacKenzie) <b>Beowulf</b> (Michael Morpurgo)</p>			<p><b>Cosmic</b> (Frank Cottrell Boyce)</p>			<p><b>Cloud Busting</b> (Malorie Blackman) <b>Holes</b> (Louis Sachar)</p>		
Maths									
Term 1 Maths Shed	Number - Place Value		Number – Addition and Subtraction		Number – Multiplication and Division A	Number – Fractions A		Geometry - Shape	Consolidation
Term 2 Maths Shed	Number – Multiplication and Division B		Number – Fractions B		Number – Decimals and Percentages		Measurement – Perimeter & Area		Consolidation
Term 3 Maths Shed	Statistics	Geometry – Shape		Geometry – Position & Direction	Number - Decimals	Number - Negative Numbers	Measurement –Converting Units	Measurement - Volume	Consolidation

# Year 5's learning this year

Topic	Term 1		Term 2		Term 3	
<b>History</b>	<b>Battle for Britain: The Anglo-Saxons, Scots, Vikings</b> <i>How did England change during the settlement of the Anglo-Saxons?</i> <b>Key concepts:</b> migration, rebellion, trade, monarchy, settlement		<b>The Space Race</b> <i>How has technological developments allowed us to journey further into space?</i>		<b>The Magnificent Maya</b> <i>What differences were there between the Maya Civilisation and England during the 10<sup>th</sup> and 11<sup>th</sup> Centuries?</i> <b>Key concepts:</b> monarchy, settlement civilisation, trade, settlement, empire	
<b>Geography</b>	<b>Fieldwork – Biomes and Ecosystems</b> <i>What trees, plants and animals are in our local ecosystems?</i> <b>Key concepts:</b> Place, Space, Scale, Physical Processes		<b>The North Region of Brazil</b> <i>What are the similarities and differences between my region and the North Region of Brazil?</i> <b>Key concepts:</b> Place, Space, Scale, Human Processes, Cultural Awareness, Cultural Diversity		<b>Fieldwork – Rivers</b> <i>What are the features of my local river?</i> <b>Key concepts:</b> Place, Space, Scale, Physical Processes	
<b>Science</b>	<b>Properties and changes of materials</b> Can all materials be used to make the same thing? Can changes to materials be reversed?	<b>Working Scientifically</b> Can I test the suitability of materials for different purposes? Can a separate a mixture?	<b>Earth and Space</b> Are we the same age on every planet? Why do shadows change their size? Why is there more daylight in summer?	<b>Forces</b> Why don't we fall off the Earth? Why can't I run through water? Why do I slip on ice?	<b>Living things and their habitats</b> How can plants make more of themselves? Do all animals live to the same age?	<b>Animals including humans</b> Do humans have the same lifecycle as other animals?
<b>Music (Charanga)</b>	<b>Melody and Harmony in Music</b> <i>How does music bring us together?</i>	<b>Sing and Play in Different Styles</b> <i>How does music connect us to our past?</i>	<b>Composing and Chords</b> <i>How does music improve our world?</i>	<b>Enjoying Musical Styles</b> <i>How does music teach us about our community?</i>	<b>Freedom to Improvise</b> <i>How does music shape our way of life?</i>	<b>Battle of the Bands</b> <i>How does music connect us with our environment?</i>
<b>Computing</b>	<b>Purple Mash Coding</b> <i>How can I identify an error in my coding?</i>	<b>Purple Mash Spreadsheets</b> <i>How can I change use a spreadsheet to make calculations more efficient?</i>	<b>Purple Mash Databases</b> <i>How can I search a database efficiently?</i>	<b>Purple Mash Word Processing</b> <i>Which tools can I use to help me edit my work?</i>	<b>Purple Mash 3D Modelling &amp; Concept Maps</b> <i>How can I draw 3D pictures on a flat screen?</i>	<b>External Devices</b> Crumble coding
<b>PSHE</b>	<b>Relationships</b> How can our friends influence us? How do we deal with feelings of discomfort? What is discrimination?		<b>Living in the wider world</b> How can we look after our environment locally, nationally and globally? What is the purpose of different types of media? What does it mean to have 'ambition'?		<b>Health and wellbeing</b> How can we look after our bodies as we get older? How does puberty affect our bodies? What makes up a person's identity? What do we do in an emergency?	
<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 (PE Passport)</b>	<b>Gym - Gymnastics Skills 1</b> <b>Games – Hockey</b>	<b>Dance – Battle for Britain</b> <b>Games – Tag Rugby</b>	<b>Swimming</b> <b>Dance – Space Race</b> <b>Games - Football</b>	<b>Swimming</b> <b>Gym – Synchronisation &amp; Cannon</b> <b>Games – Cricket</b>	<b>Dance – Life cycles</b> <b>Games - Athletics</b>	<b>Gym –Matching, Mirroring &amp; Contrast</b> <b>Games - Rounders</b>

# Year 5's learning this year

<b>Art</b>	<b>Typography and Maps</b> How we can use visual letters and maps to help convey ideas and emotions?		<b>Mixed Media Land and City Scapes</b> How can we use a variety of media to capture the energy and spirit of land or city <u>scapes</u> ?		<b>Architecture: Dream Big or Small?</b> How can we make creative choices which serve ourselves and the communities we belong to.		
<b>D/T</b>		<b>Electrical Systems</b> <i>Monitoring and control</i>		<b>Mechanical Systems</b> <i>Pulleys or gears</i>		<b>Food</b> <i>Celebrating culture and seasonality</i>	
<b>RE</b> (Stockport SOW)	<b>Believing</b> <i>Why do people believe God exists?</i>		<b>Believing</b> <i>What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century?</i>		<b>Expressing</b> <i>If God is everywhere why go to a place of worship?</i>		<b>Living</b> <i>What does it mean to be a Muslim in Britain today?</i>
<b>Spanish</b> (i-languages)	<b>Food</b> How do I say which foods I like and dislike?	<b>Personal descriptions</b> How can I describe myself?	<b>Stories</b> How can I follow a story in Spanish?	<b>'Tener' – to have</b> Why is the verb 'to have' so important in Spanish?	<b>Hobbies</b> How can I describe what I like to do?	<b>School Subjects</b> How can I say what I like doing in school?	
	<b>Numbers, Dates &amp; Days</b> How do I say when my birthday is?	<b>Family</b> How can I describe members of my family?	<b>Sports</b> How can I give my opinion about sport?	<b>Weather &amp; Clothing</b> How can I say what to wear when it's snowing?	<b>Pets</b> How can I tell someone which pets I have?	<b>Revision Assessment</b>	
<b>Enrichment</b>	<b>Anglo-Saxon: Time Trips</b>		<b>Castleton Residential</b>				
<b>Performances</b>	<b>Class Assembly</b>						



## Geography

Where do the names of our towns and cities come from?

Have the borders of the United Kingdom always been the same?

*Geographical regions of the UK and their physical and human characteristics.*

## Science

Can all materials be used to make the same thing?

Why aren't all Anglo-Saxon and Viking artifacts preserved?

*Understanding how materials can be changed and how their properties results in them being useful for different tasks.*

## History

What happened to Britain when the Romans left?

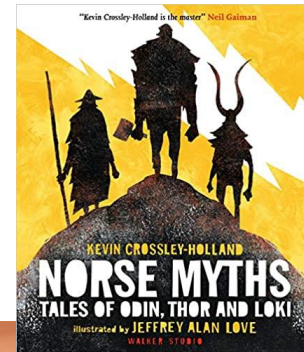
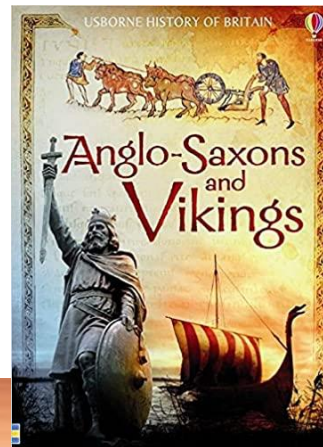
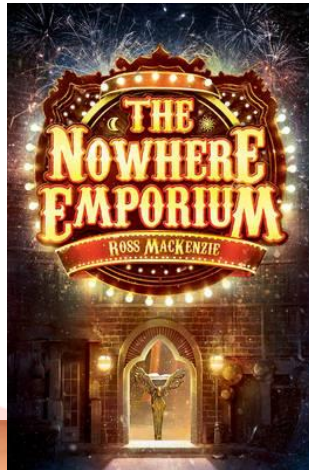
How well did the Saxons and Vikings get on with each other?

*Reflecting on the history of invaders and settlers and linking this to the cultural diversity in Britain today.*

## Art and Design

How we can use visual letters and maps to help convey ideas and emotions?

*Using Anglo-Saxon maps as a stimulus for creating artwork.*



# What will a typical week in Year 5 look like?

	9:00-9:25	9:30 - 10:30	10:30 – 10:45 - Break Time		10:45 - 12:00	12:00 – 1:00- Lunchtime		1:00 – 2:15	2:15 – 3:15	
Monday	Whole School Assembly AH	<b>Maths</b> Mrs Worsley			<b>English</b> Mrs Cox	<b>GPS/ Handwriting</b> Mrs Cox	<b>PSHE</b>		<b>Computing</b> Miss Kearley (SEMH Support)	
Tuesday	<b>GPS/ Handwriting</b>	<b>Maths</b> Mrs Worsley			<b>English</b> Miss Wootten		<b>WCR</b> Mrs Bushell (Interventions)	<b>Science</b> Mrs Bushell (Interventions) Mrs Worsley 1:30-2:30	2:45 – 3:10 Singing Assembly TR TA Briefing Meeting	
Wednesday <b>PPA AM (RY)</b>	Whole School Assembly Class Teacher Led <b>Teacher Briefing Meeting</b>	<b>Maths</b> Mrs Yates (HLTA)			<b>WCR</b> Mrs Yates (HLTA)	<b>Music</b> Mrs Yates (HLTA)	<b>GPS/ Handwriting</b>	<b>PE Dance/Gymnastics</b>	<b>Library</b>	<b>Spanish</b>
Thursday	Whole School Assembly Class Teacher Led	<b>Swimming</b>	<b>Swimming</b>	<b>Maths/English</b>		<b>Topic</b> (Computer Suite)		<b>WCR</b>	<b>RE</b>	
Friday	Good Work Assembly AH	<b>Maths</b>			<b>English</b>		<b>PE</b> Sports Coach		<b>Art/DT</b> Mrs Worsley	



# Daily Routines/Timetables

## **P.E.**

Children will have PE lessons twice a week.

Our PE days are on: Wednesday and Friday

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

**Swimming** Lessons take place on Thursday

## **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 23<sup>rd</sup> September (Except cross country). 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 5, the children will learn:

### **Relationships**

- How can our friends influence us?
- How do we deal with feelings of discomfort?
- What is discrimination?

### **Living in the Wider World**

- How can we look after our environment locally, nationally and globally?
- What is the purpose of different types of media?
- What does it mean to have 'ambition'?

### **Health and Wellbeing**

- How can we look after our bodies as we get older?
- How does puberty affect our bodies?
- What makes up a person's identity?
- What do we do in an emergency?

# 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?

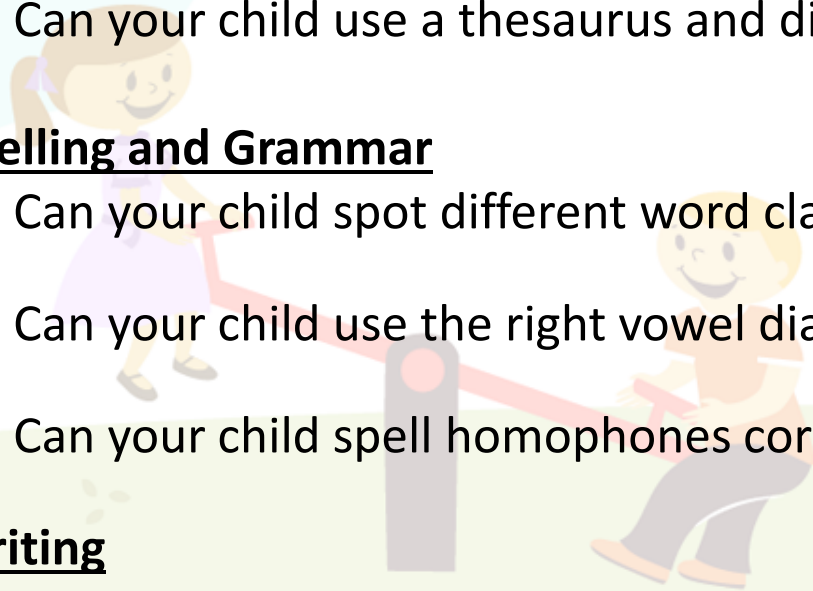
### Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (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?

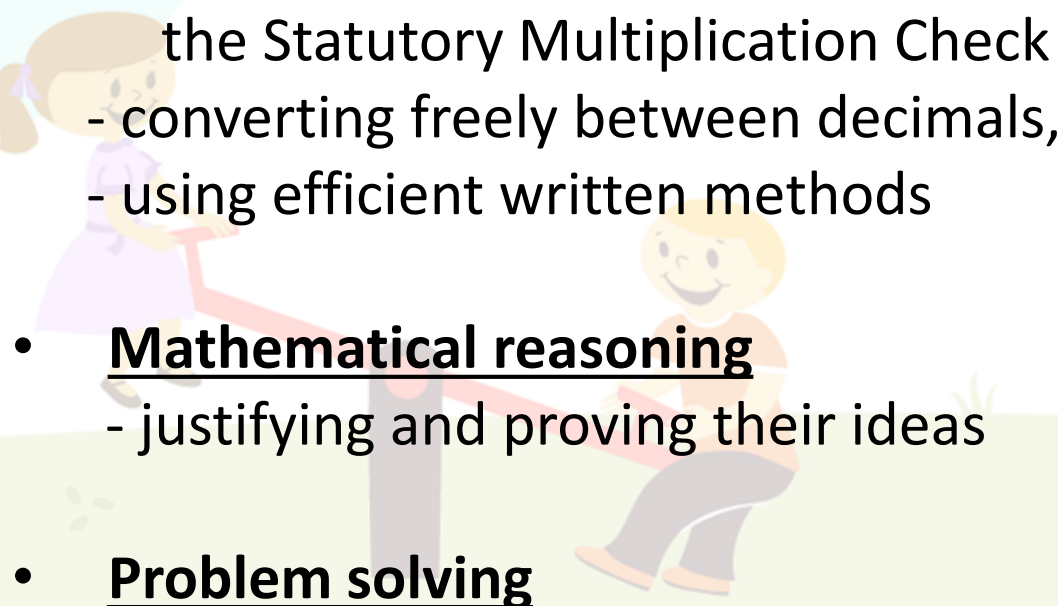
Watch our one to one reading sessions with children on our website to learn more about how to support your child's understanding when reading.



# The National Curriculum

## Understanding your child's learning in Maths

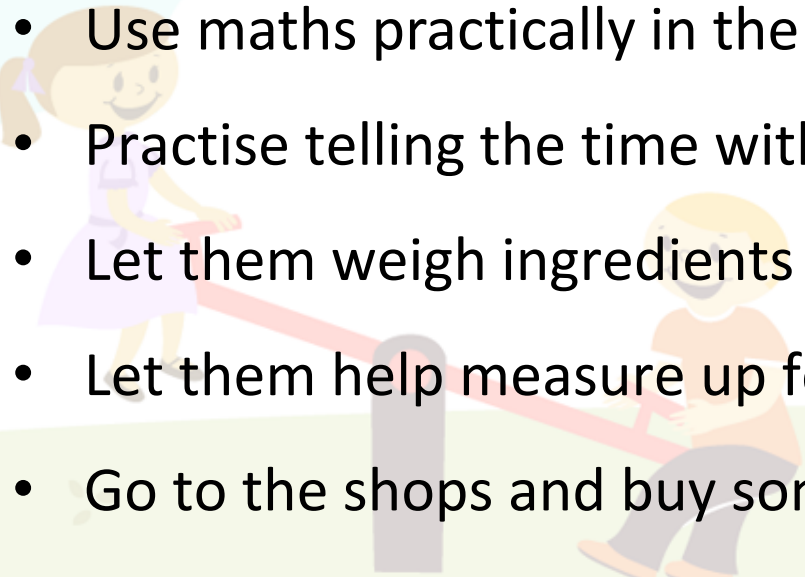
### Maths

- **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
- 



# 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 2s -12s 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.
- 
- A cartoon illustration of a girl and a boy on a seesaw. The girl is on the left side, which is higher, and the boy is on the right side, which is lower. They are both smiling and appear to be having fun. The background is a simple green hill with a few small yellow flowers.

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

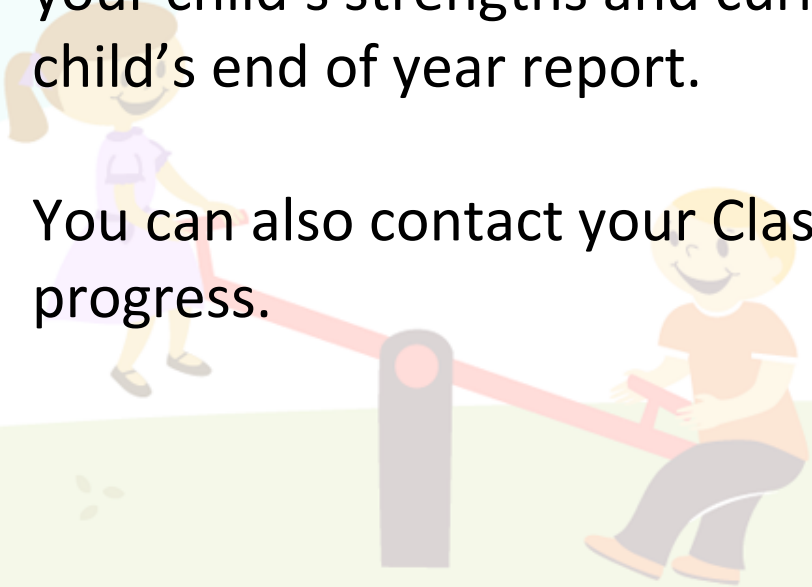
# Assessment at High Lane

## **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.

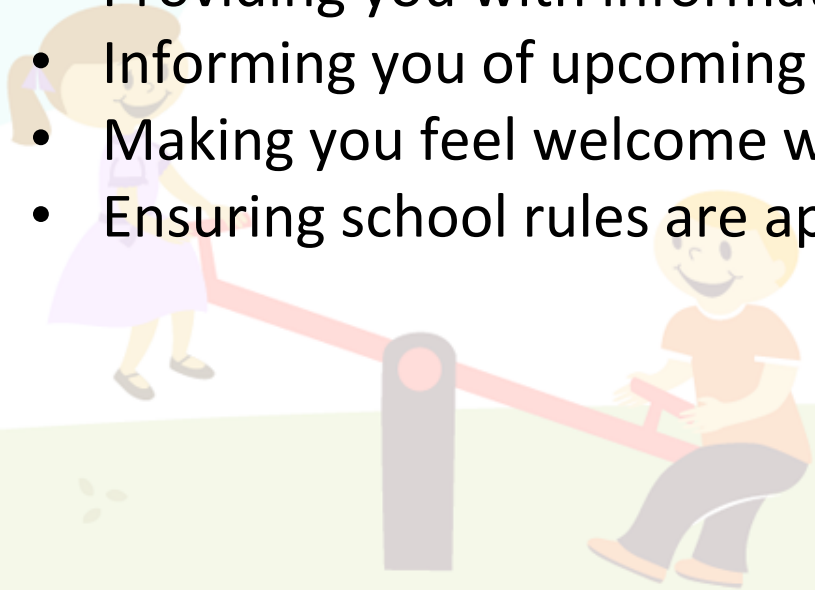


# Home/School Partnership

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 at all times, no mobile phones 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 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

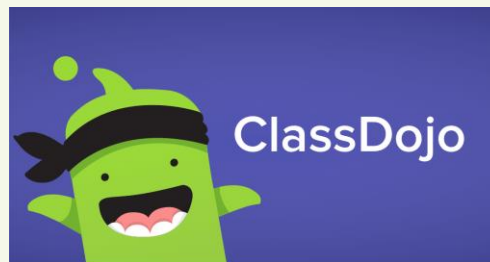


# Class Dojo

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

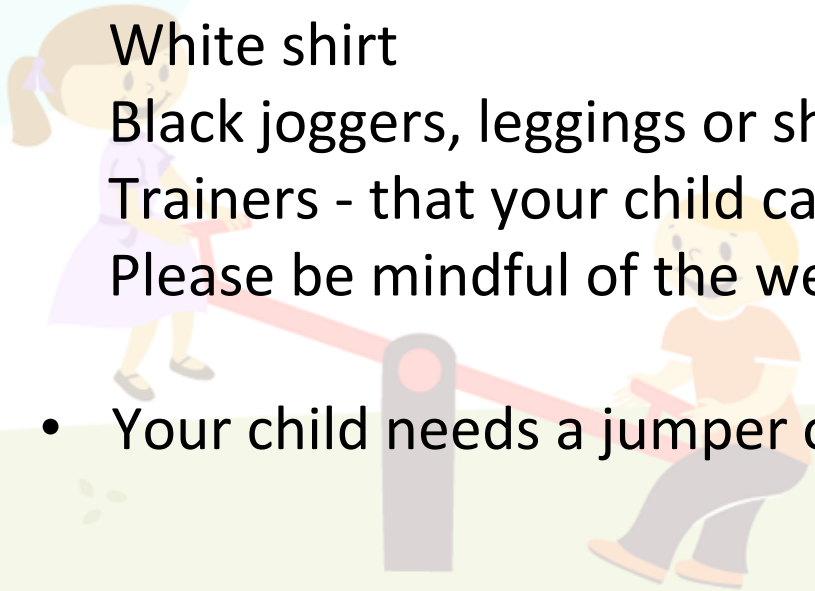
So that everybody can really make the most of Class Dojo, please remember these important points:

- 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.



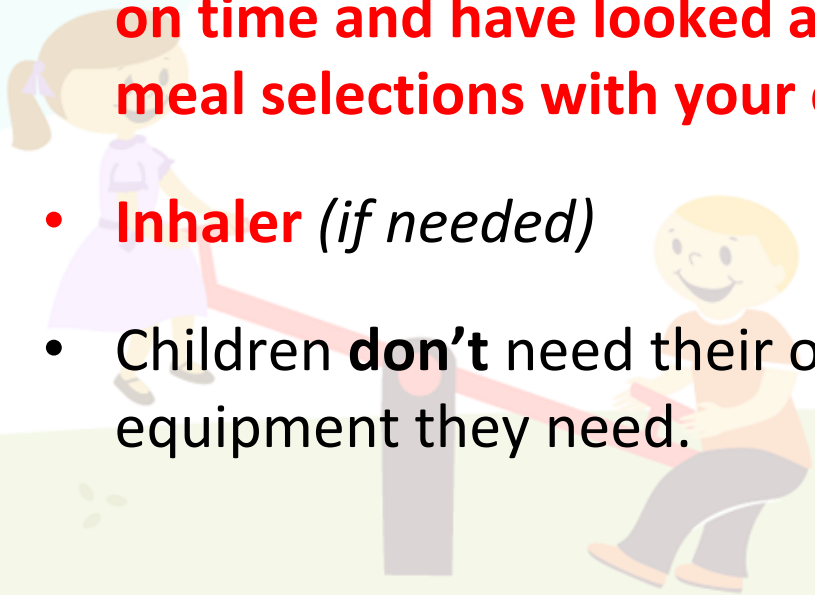
# What does your child need to have in school?

- **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 themselves
  - Please be mindful of the weather as we move into winter
- Your child needs a jumper or cardigan and 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 **Mrs Jackie Shah**. She works closely with our team and may support pupils with SEND and/or their families.



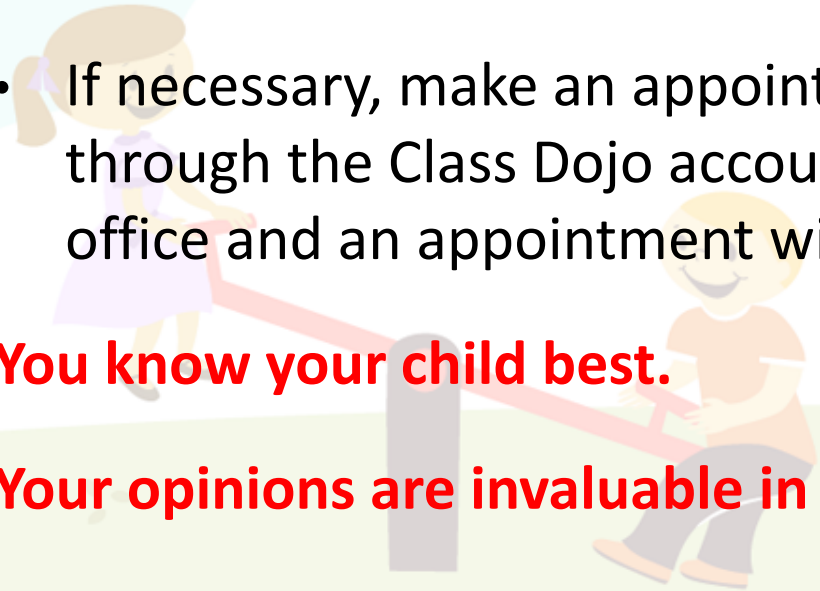
# What to do if you think your child may have SEND?

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 our 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.

