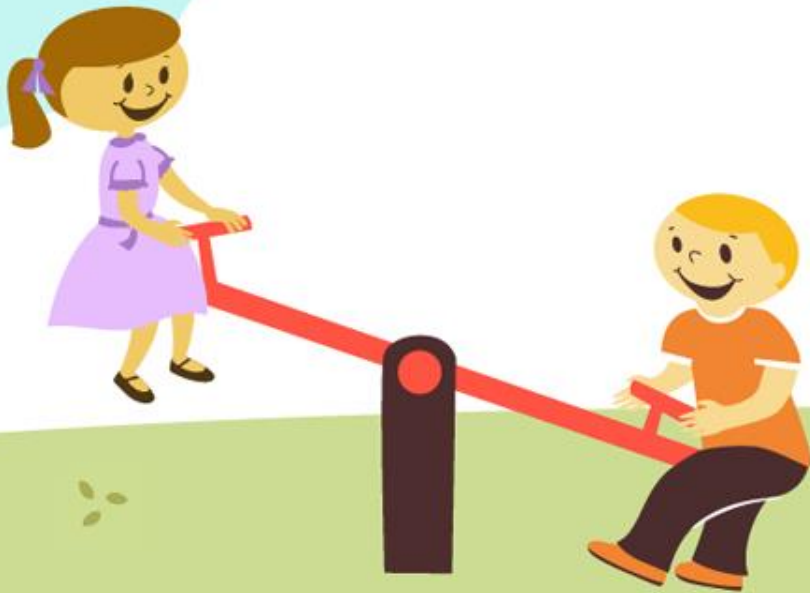


Welcome to Year 2



A little bit about us...

Classteacher - Overall responsibility for the class

Miss Roper

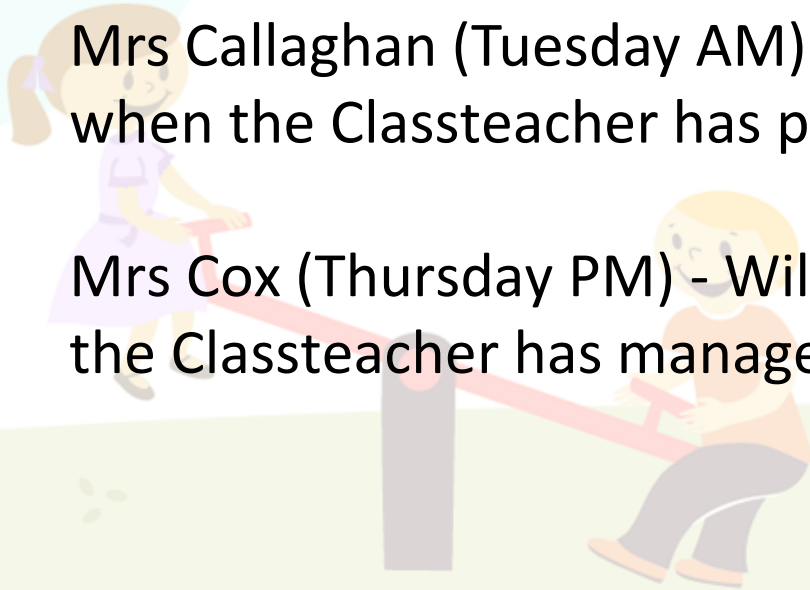
Additional Adults

Mrs Callaghan (Tuesday AM) – Will cover the class when the Classteacher has planning time

Mrs Cox (Thursday PM) - Will cover the class when the Classteacher has management time

Teaching Assistants

Additional adults will also support learning in our classroom regularly.



Year 2's learning this year

Year 2 Long Term Plan						
Literacy	Term 1		Term 2		Term 3	
Writing Units	<u>The Jolly Postman</u> P1: Descriptive Language P2: Descriptive Sentences P3: Letter Writing P4: Letter Writing (new subject)	<u>The Magic Paintbrush</u> P1: Predictions and Diary Entry P2: Rhyme, Character Description & Narrative Features P3: Narrative with a focus on 'mood'	<u>The Great Explorer</u> P1: Instructions P2: Setting Description P3: Narrative P4: Letter Writing	<u>The Green Ship</u> P1: Character Description P2: Diary Entry P3: Persuasive Letter P3/4: Narrative	<u>Toby and the Great Fire of London</u> P1: Character Description P2: Diary Entry (Recount) P3: Information Text P4: Narrative	<u>The Magic Finger</u> P1: Character Description P2: Diary Entry P3: Instructions P3/4: Narrative
Shared Reading Themes	Here we are Roald Dahl Deaf Awareness Around the World: Oceans Poetry Black History Month	Halloween Bonfire Night Remembrance Awesome Men Time Travel Christmas	New Year Awesome Series: The Bolds Awesome Series: Bunny vs Monkey Children's Mental Health	Brilliant Book Series: The Day the Crayons Quit Great Graphic Novels British Science Week Awesome Women	Environment Seaside and Islands Refugees British Destinations Global Destinations Space Exploration	Books about Cats Super Series Books into Movies British History: Castles Wild Animal Week Favourite Authors
Class Novel	The Jolly Postman – Allan Ahlberg The Magic Paintbrush - Julia Donaldson My Heart is a Poem – Various Poets The Magic Finger – Roald Dahl		The Great Explorer – Chris Judge The Green Ship – Quentin Blake The Truth Pixie- Matt Haig Perfectly Peculiar Pets – Poems by Elli Woollard		Toby and the Great Fire of London – Margaret Nash The Magic Finger – Roald Dahl Pugs of the Frozen North – Phillip Reeve & Sarah McIntyre Jelly Boot, Smelly Boots – Poems by Michael Rosen	
Maths						
Term 1 White Rose	Number: Place Value with 100		Number: Addition and Subtraction			Geometry: Shape
Term 2 White Rose	Money	Multiplication and Division			Measurement: Length and Height	Measurement: Mass, Capacity & Temperature
Term 3 White Rose	Number: Fractions		Measurement: Time	Statistics		Geometry: Position and Direction



Year 2's learning this year

Topic	Term 1 Time Travellers: Transforming Technology			Term 2 Extraordinary Explorers			Term 3 Time Travellers: Danger and Disaster		
Main Topic Focus - Cross-curricular links should be explored through all topics									
History	How has technology changed over the past 50 years?			Where have humans explored?		How did the Great Fire change London?		How did the cotton industry change how people lived and worked in Manchester?	
Geography			Fieldwork: How can we record and measure different weather phenomena?	What are the similarities and differences between my town and Tulum, Mexico?					Local Area Recap: Stockport
Science	Animals including Humans Why do we need to keep healthy? Seasonal Changes		Living Things and their habitats How do we know something is alive?		Materials How are materials chosen in design? Seasonal Changes		Plants How do seeds grow into healthy plants?		
Music Charanga	Pulse, Rhythm and Pitch		Christmas Performance Playing in an Orchestra		Inventing a Musical Story		Recognising Different Sounds		Exploring Improvisation Our Big Concert
Computing	Digital Literacy Purple Mash: Online Safety Teach Computing: IT Around Us		Computer Science Teach Computing: Programming A Programmable Toys <i>(Beebots and Codapillar)</i>		Information Technology Purple Mash: Spreadsheets		Information Technology Purple Mash: Questioning		Computer Science Teach Computing: Programming B Digital Literacy Effective Searching Information Technology Purple Mash: Presenting Ideas
PSHE	Relationships			Living the Wider World			Health and Wellbeing		
	What makes a good friend?	Is it ok to keep a secret?	What is the same and different about us?	What does it mean to belong?	How do we use the internet every day?	Why do we need money?	How can we stay healthy?	What changes as we grow older?	How can we keep ourselves safe?
E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.									
PE (PE Passport)	Fundamental Movement Skills 2 Gymnastics: Pathways		Invasion Games Yoga/Dance: Nativity		Net and Wall Skills Gymnastics: Spinning		Fundamental Movement Skills Dance: Explorers		Athletics Dance: Fire of London Striking and Fielding Gymnastics: Stretching
Art	Explore & Draw				Expressive Painting				Stick Transformation Project
D/T			Cooking and Nutrition Preparing Fruit & Vegetables <i>Making Smoothies</i>				Structures Freestanding Structures <i>Camping Equipment</i>		Mechanisms Wheels & Axles: <i>Emergency Vehicles</i>
RE (Stockport SOW)	Expressing: What makes some places sacred?		Expressing: How and why do we celebrate special and sacred times?		Believing: Who is Jewish and what do they believe?		Expressing: How and why do we celebrate special and sacred times?		Believing: Who is Muslim and what do they believe? Living: How should we care for the world and others and why does it matter?
Enrichment	Local Area Visits: Visit to St Thomas' Church Visit to a care home			Visit to a synagogue?		Staircase House/Hat Museum Trip			Visit to a mosque?
Class Assembly/			Year 1 & Year 2 Christmas Nativity				Class Assembly		

Year 2's learning this term

History

How has technology changed our lives over the last 60 years?

- How do we find out about the past?
- How has technology changed how we write?
- How has technology changed how we communicate?
- How has technology changed how we are entertained?
- Who are the important inventors in the history of technology?

Learning about the significant people who have contributed to achievements in technology and how technology has changed over time.

Computing

Digital Literacy: IT Around US

- What is IT?
- What IT do we use in school?
- What IT do we use at home?
- What connected devices do we use at home and school?
- How do we use IT safely?

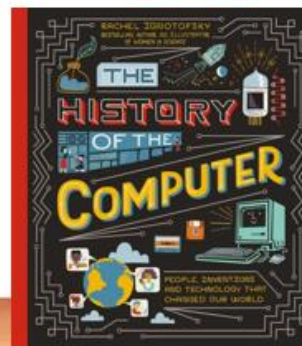
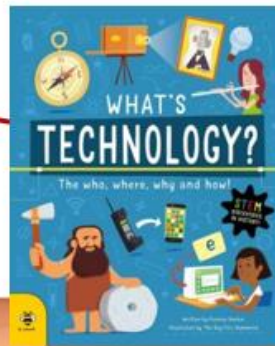
Learning about the Information Technology around us and how to stay safe when using it.

Geography

What is the weather like on my school grounds?

- What technology do we use to measure and record weather data?
- What is the difference between weather and climate?
- How can we read a weather map?
- How can we collect weather data?
- How can we collect and record weather data?
- How can we present weather data?
- How can we analyse our weather data and evaluate our fieldwork?

Learning about how to find out, record and present data about the weather.



High Lane Primary School


Creating the future, today.



Year 2

Autumn Term: Time Travellers – Transforming Technology

Year 2's learning this term

<p>Music</p> <p>Autumn 1: How does music help us to make friends? <i>Pulse, Rhythm and Pitch</i></p> <p>Autumn 2: How does music teach us about the past? <i>Playing in an Orchestra: Playing together</i></p>	 <p>High Lane Primary School <i>Creating the future, today.</i></p>	<p>PE</p> <p><u>Fundamental Skills and Gymnastics</u> What skills do we need to jump, throw, catch and kick effectively? How can we move in different ways on space and on apparatus?</p> <p><u>Invasion Games and Yoga</u> How can we pass and dodge to receive a ball? How can I focus on my breath when moving?</p>
<p>Computing</p> <p><u>Autumn 1: Digital Literacy: IT Around US</u> What is IT? What IT do we use in school? How do we use IT safely?</p> <p><u>Autumn 2: Computer Science: Programming</u> How can we programme a robot?</p>	<p>Autumn 2024-2025</p> <p>PE days: Wednesday and Thursday</p> <p>Homework: Given on a Tuesday, handed in on Monday</p> <p>Library: Tuesday</p>	<p>PSHE</p> <p><u>Relationships</u> How are we the same and different? What makes a good friend? Is it ok to keep a secret?</p>
<p>Art And Design</p> <p><u>Autumn 1: Explore and Draw</u> What might an artist explore and collect for their artwork?</p> <p>Design Technology</p> <p><u>Autumn 2: Cooking and Nutrition</u> Preparing Fruit and Vegetables How do you prepare fruits and vegetables to eat? How do we prepare food safely?</p>		<p>RE</p> <p><u>Autumn 1: Expressing</u> What makes some places sacred?</p> <p><u>Autumn 2: Expressing</u> How and why do we celebrate special and sacred times?</p>

What will a typical week in Year 2 look like?

	9:00-9:25	9:30 - 10:30		10:45 - 12:00		1:00 – 2:15		2:15 – 3:15	
Monday	Whole School Assembly	Maths	10:30 – 10:45 - Break Time	Phonics	Shared Reading	Computing	12:00 – 1:00- Lunchtime	Topic (History/Geography)	
Tuesday PPA AM (SCa)	Library	RE Mrs Callaghan (HLTA)		Handwriting	PSHE Mrs Callaghan (HLTA)	Maths		Phonics	2:45 – 3:10 Singing Assembly
Wednesday	Whole School Assembly	Maths		Phonics	English	Science		Gymnastics/Dance	
Thursday DHT PM (SCo)	Whole School Assembly	Maths		Phonics	English	Maths (Shape/Measure) Mrs Cox (HLTA)		Outdoor Games/Dance Mrs Cox (HLTA)	
Friday	Good Work Assembly	Maths		Phonics	English	Enrichment Art/DT (Mrs Humphries)		Enrichment Music/Drama	
						2:00 – 2:15 – KS1 Afternoon Playtime			

How often are you out of class?

As I am both a class teacher and the Deputy Headteacher at school, I have a small amount of additional time out of class. On a very small amount of occasions, I sometimes attend courses away from school. We keep this to a minimum so that my class are always my main priority.

I am heavily involved in the planning and teaching delivered on Tuesday morning and Thursday afternoon to ensure progress in these subject areas. I also change the subjects I leave so that I am able to see learning across all areas of the curriculum. Finally, I have initial conversations about the routines/strategies I have in class so that these are consistent across all adults and weekly check ins with our staff leading the class to pass on any changes in routine or pastoral aspects they may need to be aware of.

Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: Wednesday (gymnastics) and Thursday (outdoor games)

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

Please ensure your child has removed their earrings or put tape over their earrings before school. Please ensure your child has correct PE kit.

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 23rd September. 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.

In Year 2, homework/reading is given out on a Tuesday and needs to be handed in on a Monday.

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. 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 2, the children will learn:

Relationships

- What makes a good friend?
- Is it ok to keep a secret?
- What is the same and different about us?

Living in the Wider World

- What does it mean to belong?
- How do we use the internet every day?
- Why do we need money?

Health and Wellbeing

- How can we stay healthy?
- What changes as we grow older? *This includes: learning about the human life cycle and how people grow from young to old, identify and name main parts of the body, including external genitalia and about change as people grow up, how our needs and bodies change as we grow up including new opportunities and responsibilities and preparing to move to a new class.*
- How do we keep ourselves safe?

Please do not hesitate to contact me with any questions you may have about our PSHE learning.

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 to promote independence
- Promote table manners and positive social skills at home

How can the children help?

- Demonstrate greater independence
- Know when to sit sensibly, have respect for others
- Follow the teacher's instructions
- Try their best to wash their hands properly
- Complete homework tasks on time
- Listen and be respectful towards others around school
- 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 (GPS)
- 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?

Have a look at my 'supporting learning at home' post from the summer for further links and activities to support you.

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

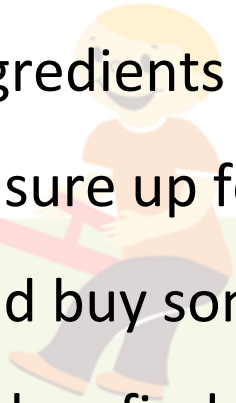
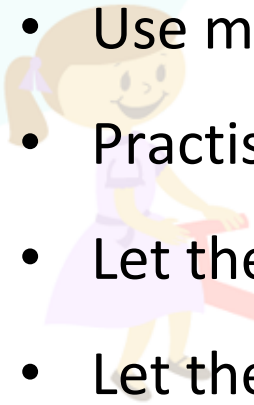


Have a look at my 'supporting learning at home' post from the summer for further links and activities to support you.

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, 5 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.



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 curriculum to support the needs of our children. We feel confident in our curriculum and our practice ensures we understand any gaps in knowledge, subsequently planning learning opportunities that are 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
- **Year 2 no longer have to take part in 'SATs' test, however, we will use these materials to support teacher assessed judgements. This will be done as part on 'normal' class work.**

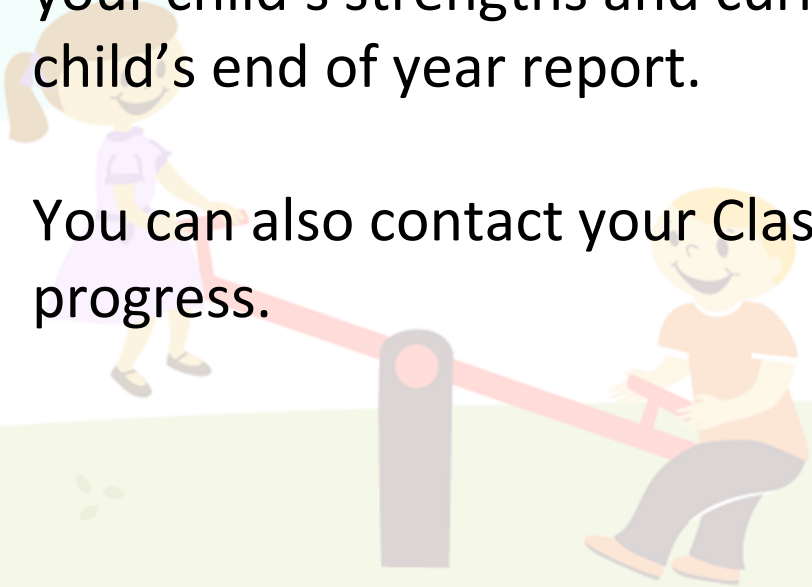
Assessment at High Lane

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.

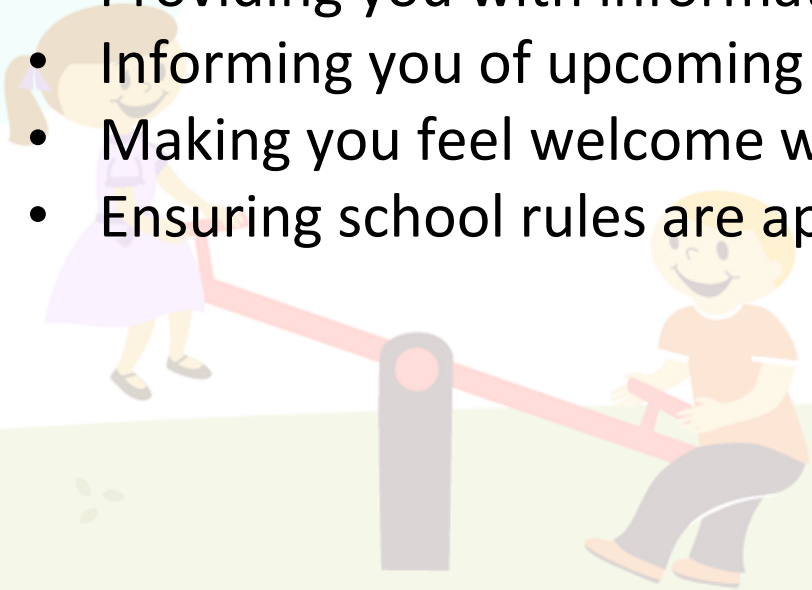


Home/School Partnership

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

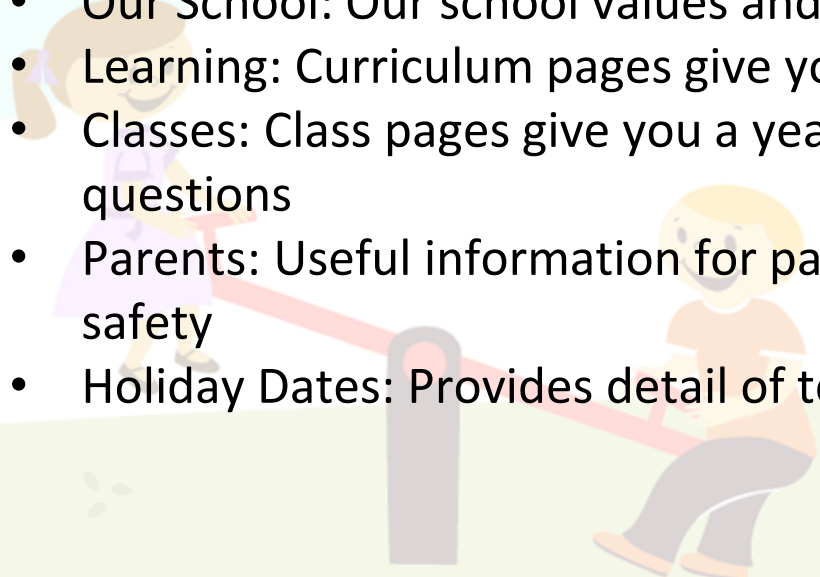
- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

Parent Pay

- 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: Provides detail of term dates and INSET dates throughout the year



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.

Then– 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):

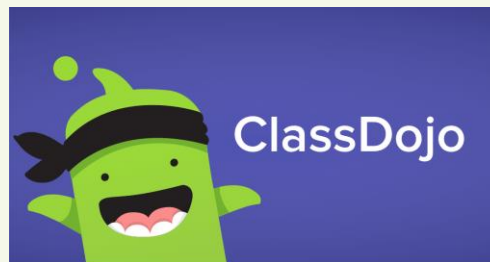
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

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

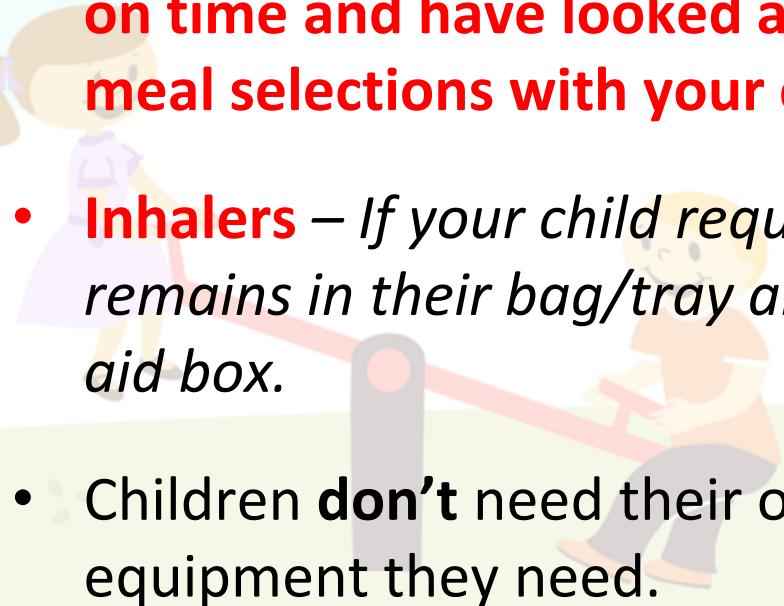
On PE days, your child must wear **school** PE kit:

- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves
- ***Please ensure your child has removed their earrings or put tape over their earrings before school.***

Please be mindful of the weather as we move into winter.

Your child needs a jumper/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.**
 - **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
 - Children **don't** need their own stationery, we have provided your child with all the equipment they need.
- 
- A cartoon illustration of two children playing on a seesaw. One child is on the ground, and the other is in the air. The background shows a simple landscape with a green hill and a blue sky.

Water Bottles

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

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

necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our Stockport Neighbourhood Inclusion teacher is **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.

- First, 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, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

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 may 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.

