

# Dean Valley Parent's Evening Meeting



# WELCOME



**Dean Valley Community Primary School**  
*Success and fulfilment for all*

## Who's Who?

Headteacher - Mrs McPherson

Assistant Headteachers – Mrs McDermott and Mrs Fisher

Class teacher – Mrs Dumbleton

Classroom assistant – Miss Ashcroft

Kitchen manager – Mrs Mackenzie

Club at DV manager – Mrs Mackenzie

Office staff – Mrs Booth

# ***CLUB @ DV***

Welcome Mrs McKenzie

## **Club**

Wrap around care from 7:45am to 6pm.

Morning session 7:45 – 8:45

Afternoon session from 3:15 – 5 or 3:20 until 6.

## **Snack**

## **School lunch**

# **THE DEAN VALLEY VISION...**

## **‘Success and fulfilment for all’**

Our vision for the children in our care is to enable them to become confident and independent learners, who are resilient and respectful of others and accepting of all within our diverse world. Developing children within an environment where they feel inspired, safe, nurtured and able to grow into proud, supportive and tolerant citizens of the community they are part of. We are committed to developing a love of learning in our pupils by creating experiences within a broad and balanced curriculum.

One which allows children to understand the world around them, living in dignity as global citizens and growing up with freedom of expression and plentiful opportunities to discover their social, physical, moral, spiritual and intellectual viewpoints.

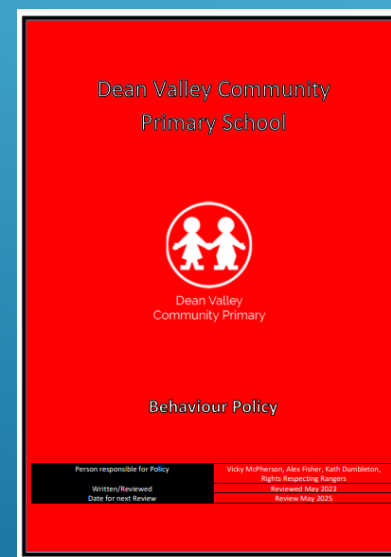
# WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



**Children's rights are learned, understood and lived in this school.**



- High expectations of behaviour
- Rights Respecting Reflection Forms
- Follow Behaviour Rights Respecting Policies



Link to Behaviour Policy  
on School Website

[http://www.deanvalley.cheshire.sch.uk/serve\\_file/18068255](http://www.deanvalley.cheshire.sch.uk/serve_file/18068255)



# A summary of the UN Convention on the Rights of the Child

unicef  
UNITED KINGDOM

**Article 1** (definition of the child)  
Everyone under the age of 18 has all the rights in the Convention.

**Article 2** (without discrimination)  
The Convention applies to everyone, whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.

**Article 3** (best interests of the child)  
The best interests of the child must be a top priority in all things that affect children.

**Article 4** (protection of rights)  
Governments must do all they can to make sure every child can enjoy their rights.

**Article 5** (parental guidance)  
Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up, so that they enjoy their rights properly.

**Article 6** (survival and development)  
Every child has the right to live. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 7** (registration, name, nationality, care)  
Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

**Article 8** (preservation of identity)  
Governments must respect and protect every child's right to an identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been denied part of their identity illegally, governments must act quickly to get it back and assist the child to re-establish their identity.

**Article 9** (separation from parents)  
Children must not be separated from their parents unless it is in the best interests of the child. For example, if a parent is hurt or a child is in danger, governments must separate them. If a child's parents live apart in different countries, the child has the right to visit both of them.

**Article 10** (family reunification)  
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

**Article 11** (kidnapping and trafficking)  
Governments must do everything they can to stop children being taken out of their own country illegally or being pressed into returning.

**Article 12** (respect for the views of the child)  
Every child has the right to say what they think and to have their views taken seriously.

**Article 13** (freedom of expression)  
Every child must be free to say what they think and to seek a review of kinds of information, as long as it is within the law.

**Article 14** (freedom of thought, belief and religion)  
Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopped by other people from enjoying their rights. Governments must respect the rights of parents to give their children information about their rights.

**Article 15** (freedom of association)  
Every child has the right to meet with other children and groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** (right to privacy)  
Every child has the right to privacy. The law should protect a child's private, family and home life.

**Article 17** (access to information from mass media)  
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

**Article 18** (parental responsibilities, state assistance)  
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

**Article 19** (protection from all forms of violence)  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 20** (children deprived of a family)  
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

**Article 21** (adoption)  
If a child is adopted, the first concern must be what is best for the child. All children must be adopted and kept safe, whether they are adopted in the country where they were born or in another country.

**Article 22** (refugee children)  
If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

**Article 23** (leisure, play and culture)  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Article 24** (child labour)  
Governments must protect children from work that is dangerous or might harm their health or education.

**Article 25** (drug abuse)  
Governments must protect children from the use of illegal drugs.

**Article 26** (sexual exploitation)  
Governments must protect children from sexual abuse and exploitation.

**Article 27** (abduction)  
Governments must ensure that children are not abducted or sold.

**Article 28** (other forms of exploitation)  
Governments must protect children from all other forms of bad treatment.

**Article 29** (detention)  
No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested only as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

**Article 30** (war and armed conflicts - see 'Optional protocols')  
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

## article 1

Everyone under 18 has these rights.

## article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## article 3

All adults should do what is

## article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

## article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## article 11

You have the right to be protected from kidnapping.

## article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

## article 20

You have the right to special care and help if you cannot live with your parents.

## article 21

You have the right to care and protection if you are adopted or in foster care.

## article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

## article 23

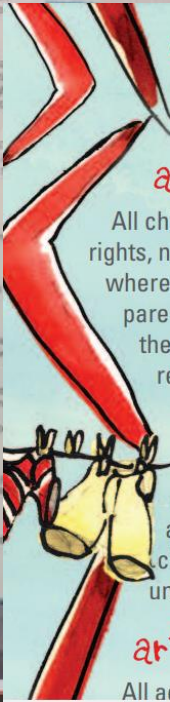
You have the right to special education and care if you have a

## article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## article 30

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.





# Rights Respecting Rangers

CONTACT US:

RRR@DEANVALLEY.CHESHIRE.SCH.UK



## Dean Valley Primary School Charter



Children will respect their right by...

Children have the right to...

Adults will respect their right by...

- Making everyone feel welcome and part of our Dean Valley family accepting them for who they are
- Letting all our peers join in games and activities without the need to ask
- Listening to what we each have to say
- Treating everyone fairly
- Not forcing anyone to do anything they don't want to do
- Adapting games and activities to suit all
- Respecting everyone with equal importance
- Talking to people in a positive manner
- Treating others as we wish to be treated
- Asking about our rights if we have questions
- Voicing their opinions confidently
- Listening to the opinions of others and respecting that they may differ to their own
- Sharing opinions and thoughts freely but with consideration for others

- Speaking kindly to others
- Thinking about what you want to say before saying it
- Listening to other people's opinions and respecting that they may be different to your own
- Being confident in sharing your opinions
- Accessing information in a safe way
- Following the e-safety rules
- Accessing a range of books from the school library to support learning
- Respecting the religion and beliefs of others
- Listening carefully so that you are clear on information you have been given
- Being proud of your beliefs
- Talking confidently about what you now and believe

- Understanding that our friends will have other friends as well
- Using playtimes and lunchtimes to enjoy the company of others
- Never telling anyone that they can't join in
- Enjoying the range of clubs and activities in school
- Being mindful that we do not hurt others through our physical actions or by what we say
- Treating everyone with respect

- Being confident in yourselves - always!
- Listening, respecting and valuing the opinion of others
- Looking after your learning environment
- Using a growth mind-set at all times
- Participating in High 5 when requested
- Actively seeking opportunities both in and out of the classroom to help achieve the Global Goals
- Coming to school every day - attendance matters.



**Article 2**  
You have these rights no matter who you are, where you live, what your parents do, what language speak, what your religion is, whether you are a boy or a girl, what your culture is, whether you have a disability, whether you are rich or poor. You will never be treated unfairly or with discrimination.

**Article 12**  
You have the right to give your opinion and for adults to listen and take it seriously.

**Article 13**  
You have the right to find things out and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends people.

**Article 14**  
You have the right to choose your own religion and beliefs

**Article 15**  
You have the right to choose your own friends and to be part of a group as long as it isn't harmful to others.

**Article 19**  
You have the right to be protected from being hurt and mistreated, in both body and mind.

**Article 29**  
You have the right to an education that should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

- Making everyone aware of the rules and ensuring all children follow them
- Treating everyone fairly and with dignity
- Listening to you and giving you time
- Considering those who have not yet had the chance to shine and providing them with opportunities

- Giving people confidence to join in and share ideas with others
- Using Kagan activities to ensure equal opportunities in activities

- Listening carefully to what you have to say
- Acting upon what you say and respecting your opinion
- Providing an environment where you are happy to talk

- Encouraging children to speak freely but with care to respect other's feelings
- Providing opportunities for children to discuss ideas and express their thoughts and opinions
- Providing access to information in a safe way
- Teaching and reinforce the e-safety rules
- Providing a range of books from the school library to support learning

- Providing opportunities to learn about the religions and beliefs of others
- Encouraging discussion and supporting gathering of information on the cultures of other countries

- Always encouraging positive behaviour
- Treating everyone equally
- Helping to fairly resolve any difficulties that may arise

- Ensuring that we have a safe environment to work in
- Treating everyone fairly.
- Using growth mind set sessions to support your well being

- Providing rich and exciting learning opportunities for every child
- Encouraging you to ask about your learning
- Giving you feedback to help you to further your learning
- Giving you time to understand a tricky concept
- Setting challenging but achievable targets
- Linking the global goals with the CRC Articles in our curriculum topics to develop your understanding of the world around you

# A T T E N D A N C E

If you're not here, you're not making progress

## How does my attendance stack up?

<b>OUTSTANDING</b>	<b>100%</b>
<b>GOOD</b>	<b>98-99.9%</b>
<b>Not good enough yet</b>	<b>Less than 98%</b>

## How many days of learning have I lost?

Attendance (%)	Number of days absent from school
98	4 days
95	10 days (2 weeks)
90	20 days (4 weeks)
85	30 days (6 weeks)
80	40 days (8 weeks)

## What about being late?

How late? (every day)	What's it mean?
5 mins	3 days lost!
10 mins	6.5 days lost!
15 mins	10 days lost!
20 mins	13 days lost!
30 mins	19 days lost!

## What about my grades?

Students with no absences are **over 2 times more likely to achieve 5 or more Grade 4+ GCSE's** & **2.8 times more likely to achieve 5 or more Grade 4+ GCSE's** including English & Maths than students missing 15-20% of their lessons.

Students who miss 19 days of school (just over 90% attendance) will drop at least 1 GCSE grade. 5 or more GCSE grades at 4+ can increase your lifetime earnings by over 40%!

Attendance is important, please make sure your child is in school unless they are ill. Where possible please make appointments including dentist/GP out of school hours.

Link to Attendance Policy on School Website

[http://www.deanvalley.cheshire.sch.uk/serve\\_file/16525061](http://www.deanvalley.cheshire.sch.uk/serve_file/16525061)



# Uniform

Theme Colours—Red, Grey and White

## ACCEPTABLE UNIFORM:

Grey trousers

Grey skirt

Grey shorts

White / red polo shirt (can be with or without school logo)

White / red shirt

Red cardigan / jumper (can be with or without school logo)

Red and white Gingham Dress (Summer)

Grey / black / red / white tights or socks

## PE:

T-Shirt (Red or White)

Shorts ( Black)

Joggers (black)

School jumper/fleece (can be with or without school logo. No branded sportswear/hoodies/football kit)

Plimsolls/Pumps (for indoor PE)

Trainers (for outdoor PE)

Plain white/red t-shirt, jumper (school jumper or Dean Valley fleece) and black tracksuit trousers are required for winter outdoor Games Lessons.



Link to Uniform Information on School Website

<http://www.deanvalley.cheshire.sch.uk/page/uniform/35298>

## INDOOR FOOTWEAR

Black school shoes or pumps which are to be kept in school on your child's chair at playtime/lunchtime.



There are no exceptions for indoor shoes.

# Footwear

## OUTDOOR FOOTWEAR

- ▶ To come to and from school in.
- ▶ To be used for Daily Mile, Playtimes and PE.
- ▶ **NOT TO BE WORN IN SCHOOL AT ANY TIME.**



Wellies may be more suitable for younger Rec/KS1 children at certain times of the year.



- Your child should have an **Indoor PE kit** in school at all times that will be kept on their peg in a small pump bag (no rucksacks as the cloakrooms are not big enough). Indoor PE kit is to consist of black shorts and a plain white or red t-shirt – no exceptions.



## **Outdoor PE Kit**

To be brought to school on the day of their outdoor PE session. The children will change into their kit before the session and will change back into their school uniform after their session. Please look at uniform list for acceptable clothing. There are to be no exceptions children will not be allowed to wear football shirts or multi-coloured leggings .

## **Forest School**

Over clothes/waterproofs/wellies/boots to be brought into school on the day of their Forest School session. The children will wear their school uniform as usual and they will change into their Forest School protective clothing before their session.



# WEEKLY OVERVIEW

PLEASE SEE SEPARATE YEAR GROUP TIMETABLE FOR FOREST SCHOOL DATES

Day	
Monday	
Tuesday	PE
Wednesday	
Thursday	
Friday	Book Change Forest School Protective Clothing

## What your child needs each day.

Named water bottle.

Puppy stuffed toy (If they wish)

Book bag with reading books in.

Weather appropriate coat. (Hats and sun cream if needed.)

# HOMework WEEKLY OVERVIEW

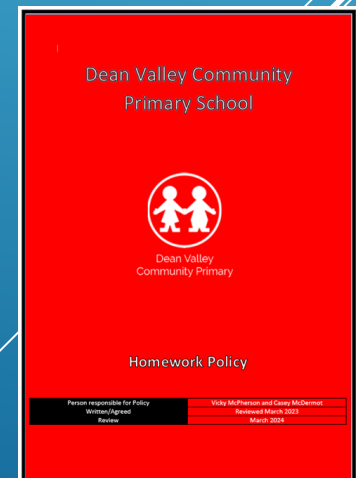
## EXPECTATIONS EXAMPLE

Day	1	3	4
<b>Monday</b>	Numbots (Try to complete 2/3 levels each day.	Spelling Shed	Read Reading Book
<b>Tuesday</b>	Numbots	4 minutes practise letter formation.	Read Reading Book
<b>Wednesday</b>	Numbots	Spelling Shed	Read Reading Book
<b>Thursday</b>	Numbots	4 minutes practise of letter formation.	Read Reading Book
<b>Friday</b>	Numbots	Spelling Shed	Read Reading Book

Share life experiences – tell us about it.

Link to Homework Policy  
on School Website

[http://www.deanvalley.cheshire.sch.uk/serve\\_file/17322850](http://www.deanvalley.cheshire.sch.uk/serve_file/17322850)





PLEASE CONTACT THE OFFICE IF YOU  
HAVE A MESSAGE REGARDING  
ATTENDANCE OR IF ANY AFTER SCHOOL  
PLANS CHANGE.



# SchoolSpider

DO NOT EMAIL YOUR CHILDS' CLASS  
TEACHER ABOUT CHANGE OF PICK UP  
AS THEY ARE NOT GUARANTEED TO SEE  
THE MESSAGE.

KS1, KS2 and the office will no longer be using the ClassDojo as we have now made the move to use one platform only for communication – School Spider. We hope that this will make things easier for everyone as this will be where forms, emails, letters including the newsletter are sent out. The newsletter shares what your child's class are doing and all of the important information you need to know and the calendar lets you know which events are coming up.

If you have an issue or a concern please contact the class teacher as your first port of call so that you can discuss and resolve together.



# The School Office

## Medicine:

The office staff will administer medicine to children where this has been prescribed by a GP and there are 3 or more doses in a day. School will administer 1 dose at lunchtime.



## Absence:

Please use either School Spider or the absence phone line and leave a message to report absence of your child due to illness or an appointment.

## Collection from school:

If there is a change to who is collecting your child from school please let the office know by phone or email. If your child is not collected on time they will be put in club and a charge incurred after 3:30pm.

## Forgotten items:

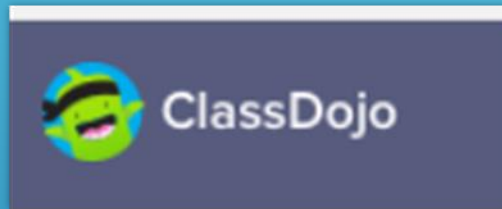
The school office will no longer phone parents to let them know their child has forgotten lunch, PE kit, swimming kit or water bottles.

Lunch will be provided if forgotten and charged to parents.

Swimming kit is available to borrow from the leisure centre.



# *CLASS DOJO*



Communication about your child's learning in class.

Portfolio – to share home experiences.

# CURRICULUM



What will year 2023/2024 look like?



Our aim is to develop lifelong learners who have the knowledge, skills and learning attributes that enable them to deal with whatever challenges a rapidly changing world may present to them. We aim to offer an enthusiastic, innovative learning community which enables our pupils to achieve their true potential.



The Curriculum is planned through a series of Topic drivers which change on a termly basis. These topics are linked to a specific subject for example: Geography, History or Science. Thematic links are made where possible to support the children in gaining knowledge and helping it to 'stick'. Each term the Planning intent and implementation document is saved onto the class page on the website.



We use White Rose as a scheme for maths across the school. This builds upon prior knowledge and is focussed on units through out each term which include number, shape, measure, fractions and algebra. The units are progressive and sequence learning in steps. White Rose is supported by Numbots and TT Rockstars to ensure children have secure number fluency. It is vital that this is supported at home.



As a school we use Spelling Shed to support the learning of spelling rules and patterns. The Spelling Shed approach involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. Some children will also be supported through the use of Nessy alongside Spelling Shed. Spelling Shed matches the spellings within the National Curriculum .spellings

# CURRICULUM PATH

## Dean Valley Community Primary School



### Intent

- To allow children to learn about the ever changing geology of the earth
- To encourage children to notice and understand that there are different types of rocks and that they are formed in different ways.
- To encourage children to think about their local environment in terms of its geology and climate and how this impacts on what might grow there.
- To understand that writing can inform as well as entertain and that the language choices we make will have an effect on the reader
- To give children the tools to find information from books and on line efficiently and with confidence.

### Implementation

Children will use atlases and maps to discover more about the earth's crust. Field work and handling of rocks will allow them to notice and feel the difference between different types of rocks. This will add to knowledge found and read in books in the classroom and the internet. A trip to a local quarry will engage the children and inspire questions about our environment as well as influence informative writing. Engaging with the environment will also influence our ingredients for learning about seasonal foods. Our learning environment will encourage and support independent enquiry.

### First-hand experiences which will engage our learners

- Trip to Poole's Cavern and Fossil hunters walk
- Handling of different rocks
- Outdoor learning day – rocks and soils focus
- Build volcanoes
- Baking / cooking in DT sessions

### Diversity – Respecting different cultures.

In our diversity development we will:  
Explore how mining and volcanoes have an impact on different countries around the world.

### Articles – Rights of the Child



Each term the Curriculum Path page will be added to the class page on the website

EYFS = Early Years Foundation Stage  
Areas of learning  
Early Learning Goal  
Phonics – Read Write Inc

## The Prime Areas:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development

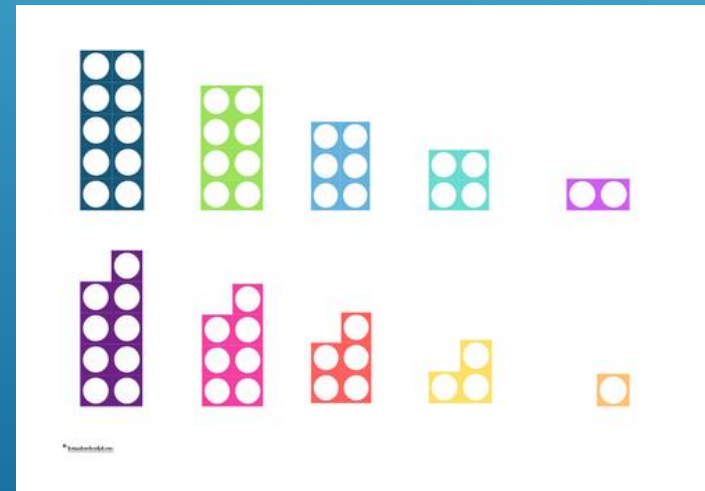
## The Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## Characteristics of effective learning

- Playing and exploring (engagement)
- Active learning (Motivation)
- Creating and thinking critically

Consonants: stretchy										
f	l	m	n	r	s	v	z	sh	th	ng
										nk
Consonants: bouncy										
b	c	d	g	h	j	p	qu	t	w	x
	k								y	ch
Vowels: bouncy					Vowels: stretchy					
a	e	i	o	u	ay	ee	igh	ow		
Vowels: stretchy										
oo	oo	ar	or	air	ir	ou	oy			





# Work is play and play is work.

In the first few weeks we aim to show the children where the resources are kept, and how to use them so the children can use everything independently in their learning.

Classroom areas:

Role play

Reading

Writing

Maths

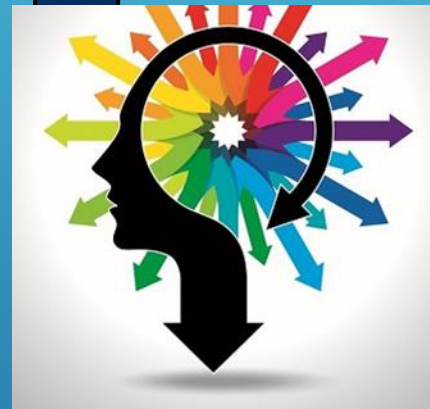
Creative station

Mud kitchen

“Play with something, put it back”



# Mental Wellbeing @ Dean Valley



## Looking after mental health and wellbeing

- Keep in touch and connect
- Work out a regular routine
- Engage in varied activities
- Exercise and stay active
- Plan to overcome problems
- Manage anxiety and worry
- Practice regular relaxation

## Mental wellbeing spectrum

Healthy

Coping

Struggling

Unwell

## Social, Emotional, Mental Health (SEMH) at Dean Valley – Core Offer Provision Map

**Wave 1 – Global strategies** – most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children

Class Teaching Team	
Have a shared understanding and belief about mental health and anxiety disorders (Article 13) Opportunities for regular exercise (Article 6, Article 24) Opportunities for positive social interactions (Article 15) Opportunities for play (Article 31) Whole school ethos (Article 28, Article 29) Promote resilience, build self-esteem, growth mindset – particularly in relation to praise (Article 29)	Build confidence through increased responsibility (Article 4) Collaborative working with parents (Article 5) Opportunities to have fun and promote laughter (fill those buckets) (Article 31) Promotion of general strategies for good mental health (Article 6, Article 24) Build sense of belonging for all pupils (Article 15, Article 20) PSHCE Curriculum My Happy Mind Programme

**Wave 2 – Targeted Approaches** – a small group of children will still struggle to manage their anxiety/social skills despite effective Wave 1

Class Teaching Team (Teachers & TAs under the direction of the SEMH Team)		Wider Support
<ul style="list-style-type: none"> <li>• Positive/negative voice</li> <li>• Exposing to minor challenges to experience success</li> <li>• Developing self help toolkit</li> <li>• Peer mentor/circle of friends</li> <li>• Anti-Bullying Ambassadors</li> <li>• Rights Respecting Rangers</li> <li>• Social Stories</li> <li>• STAR analysis (exploring triggers)</li> <li>• Safe Place – Escape Lounges – Fish tank</li> <li>• Distraction</li> <li>• Making an individual plan for anxiety triggers</li> <li>• Developing social skills</li> <li>• Drawing and talking</li> </ul>	<ul style="list-style-type: none"> <li>• Specific work on building self-esteem and resilience</li> <li>• Use of specific literature eg What to do with a problem, Panicasaurus, My Fantastic Elastic Brain</li> <li>• Active teaching of relaxation strategies</li> <li>• Brain break songs and dance</li> <li>• Active teaching of self-regulation</li> <li>• Size of the Problem/ The incredible 5 Point Scale</li> <li>• Control of Worries target board</li> <li>• Time to talk with a trusted adult</li> <li>• Teaching of breathing techniques</li> <li>• Use of positive affirmations – flash cards</li> <li>• Toys and characters for self regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime support</li> <li>• Specific Midday Assistant allocation</li> <li>• Before and after school club support</li> </ul>

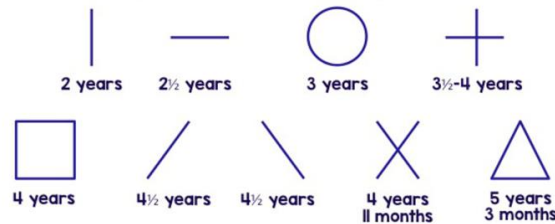
**Wave 3 – Specialist Services** – accessed via a SEMH team referral

Senior Mental Health Lead	SENDCO	External Support/Highly Specialised Approaches
<ul style="list-style-type: none"> <li>• Support and signposting for parents</li> <li>• Highly targeted work with children ELSA</li> <li>• Counselling – Turn the Page</li> <li>• Therapeutic work including family therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison and supervision of specific and targeted interventions</li> <li>• Advice through PPM and informal reviews</li> <li>• Triage and prioritising children to attend external interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive Behavioural Therapy (CBT)</li> <li>• Play therapy</li> <li>• Controlled desensitisation</li> <li>• Referral to Parenting support</li> <li>• Referral to Mental Health Services</li> </ul>
	<ul style="list-style-type: none"> <li>• Referral to external services</li> <li>• Resourcing targeted interventions</li> <li>• Supporting staff</li> <li>• Supporting parents</li> <li>• Working with children on interventions/class support</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Early Help</li> <li>• Medication</li> </ul>

# What we need you to do before September please.

- Ensure that children can take themselves to the toilet and wash their hands.
- Recognise their names.
- Have shoes that they can put on independently.
- Put a coat on and zip it independently.
- Mark making.
- Counting.

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.



## SPEND LOTS OF TIME TOGETHER!



# Any other information

Snack

Buddies

Yellow Jumper and Rights respecting badge.

Birthday celebration.



Thank you

Any questions?

Several thin, white, parallel diagonal lines are located in the bottom right corner of the slide, extending from the right edge towards the center.