



BRAMHOPE PRIMARY SCHOOL

PARENT PACK

Spring Term 2024

Welcome back! This information pack contains all the information you need about your child's learning for the spring term.

If you require any further information, please email your child's class teacher.

What will my child be learning this term?

- **School's Vision.**
- **Overview of the curriculum.**
- **Curriculum updates.**
- **Curriculum topics**
- **Recommended reads.**
- **Personal development.**
- **Events taking place.**



How do I know my child is doing well this term?

How can I help my child this term?

- **Expectations for home learning.**
- **Support with phonics, reading and writing.**
- **Support with your child's learning.**



Support for pupils with Special Education Needs and Disabilities.

Safeguarding Bulletin.



BRAMHOPE PRIMARY SCHOOL
COLLABORATIVE LEARNING TRUST



THE SCHOOL'S VISION

Within the classroom, our primary intent is to teach children to become readers, writers, and mathematicians. However, our curriculum is broad, and we want to inspire children to begin to think and act as artists, geographers, musicians, scientists, designers, historians, linguists, sportsmen and women.

Outside the classroom, we want to teach children to become good citizens. Our school motto is Belong; Be your best; Be Bramhope. This describes our ethos.



Belong: feeling part of our school and being inclusive.

- Ensuring children feel that they belong in our school community
- Enabling children to contribute to our local community
- Helping children learn about the global community

Belong refers to our school community. Every adult and child associated with the school is welcomed and included. Children are taught to behave in a way that allows this to happen. We also teach children about the importance of contributing to other communities, local, national, and international.



Be Your best: achievement through effort

- Having high expectations of academic achievement
- Demonstrating a positive attitude to learning
- Being resilient and independent

Be your best refers to challenge and our response to being challenged. The school aims to provide challenge for all children, regardless of starting points, across the curriculum. Children are encouraged to be independent in their learning and show resilience when they find things difficult.



Be Bramhope: being kind, responsible citizens and leaders of the future

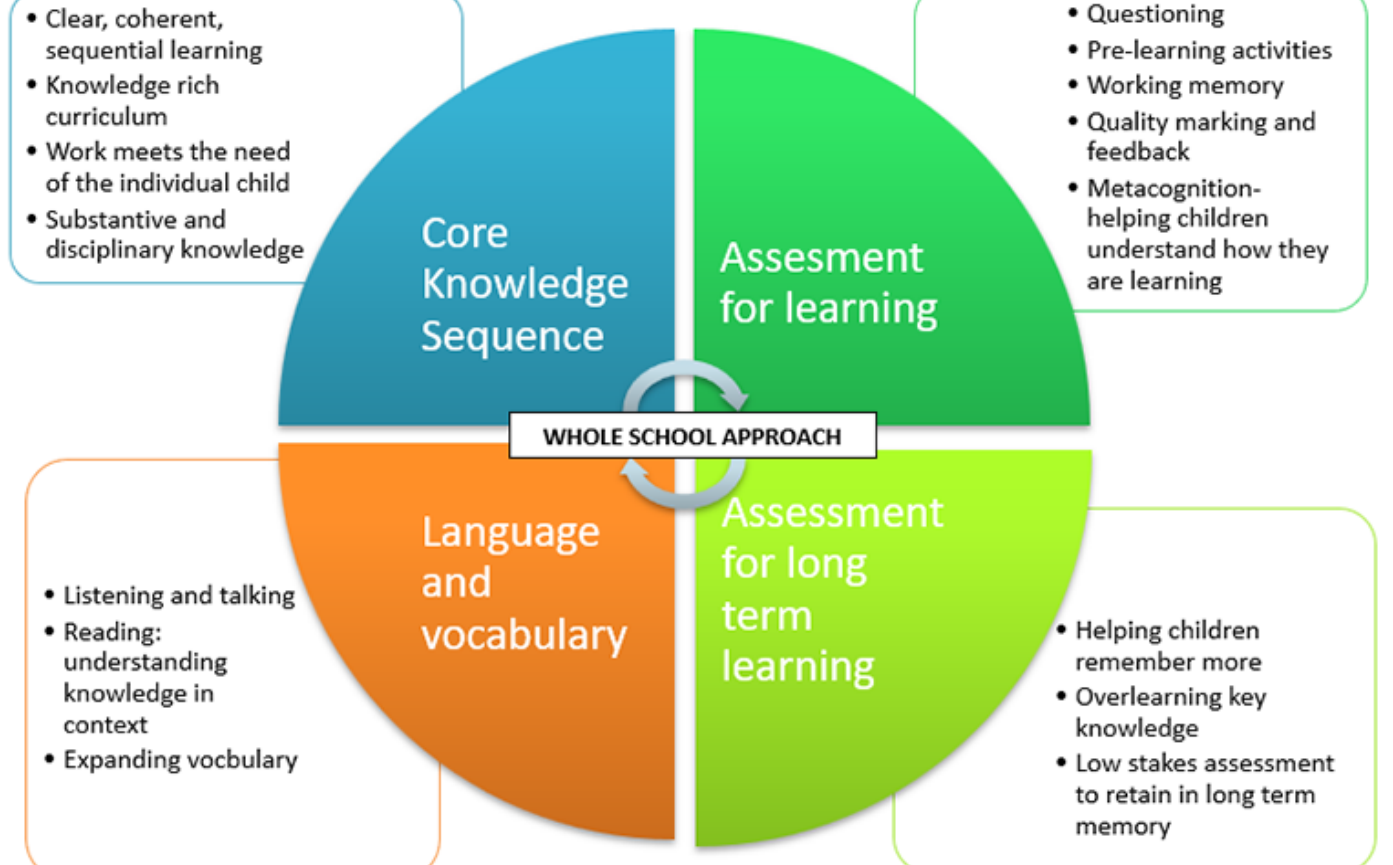
- Having high aspirations for the future
- Taking opportunities
- Becoming a leader

Be Bramhope refers to the personal characteristics we want our pupils to develop whilst they are at our school and build upon once they have left it. We want our pupils to stand out as confident and ambitious. We help children develop informed opinions and provide leadership opportunities.

OVERVIEW OF THE CURRICULUM

Our school is known for much more than our academic results; we place emphasis on the importance of reading and the core subjects of English and Maths, but are committed to providing children with a broad curriculum led by teachers who are passionate about their subject areas. Outside of the school day children are encouraged to extend their learning by joining a range of extra-curricular clubs and activities.

OUR CURRICULUM OFFER CAN BE SUMMARISED BY THE FOLLOWING DIAGRAM:



We have developed a highly structured, knowledge-rich curriculum that is built around a core knowledge sequence, enabling children to acquire knowledge in small, sequential steps within each subject. Clear, coherent and sequential learning is carefully planned so that children know more and remember more, building their long-term memory over time. We provide opportunities for deep learning within each subject. Time is taken on each element of knowledge so that it can be understood more deeply and connections can be made across different subjects. Once children have achieved age-related expectations, they can look into these areas in greater depth and with greater challenge.

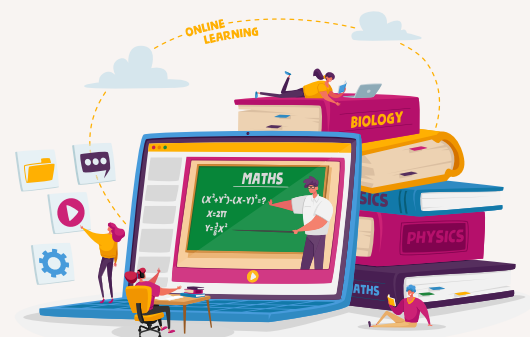
Rigorous assessment procedures ensure that no child is left behind. AfL (Assessment for Learning) strategies help teachers and children acquire new knowledge and skills; AfLTL (Assessment for Long Term Learning) enables teachers to understand what children have learned and helps children embed learning in their long-term memory.

We provide personalised support to all children, including those with physical, behavioural or learning difficulties, so that they have what they need to access the curriculum. We ensure that we do not overload children’s working memory and use a variety of strategies to help children learn more and remember more over time. We use funding streams carefully to ensure that children, for example those with SEND or in receipt of the Pupil Premium Grant, make rapid progress to attain age-related expectations and have experiences that enrich their learning to help them increase their vocabulary and knowledge.

Dialogic talk is a key element of our teaching pedagogy. The focus on talk enables pupils to develop strong communication skills, and the ability to ask questions, to deepen their learning so that they can approach tasks both collaboratively and independently. This approach supports our vocabulary-rich curriculum.

If you require further information about specific subjects, contact the subject leader. Follow this link for further details on who to contact: <https://www.bramhopeprimary.co.uk/page/?title=Meet+the+Staff&pid=43>

CURRICULUM UPDATES...



Here at Bramhope, our curriculum is constantly evolving. We are always looking for ways to improve our curriculum offer and develop our teaching so that children make the best possible progress and achieve the highest outcomes. Here are some of the things we are focussing this year to help us achieve this:

1) EMBEDDING THE MAIN PRINCIPLES OF DIALOGIC TALK.

Dialogic teaching harnesses the power of talk to stimulate and extend children's thinking, and to advance their learning and understanding. It helps children not only develop their oracy skills but also their listening skills.

2) USING THE JAPANESE LESSON STUDY MODEL TO SHARE GOOD TEACHING PRACTICE.

Lesson Study is a Japanese model of teacher-led research in which teachers work together to target an identified area for development in their students' learning. We using this model to support dialogic teaching.

3) DEVELOPING KNOWLEDGE SENTENCES TO HELP CHILDREN SUMMARISE THE KEY INFORMATION THEY NEED TO REMEMBER.

Children are expected to remember a lot of information! To help them remember the essential knowledge we are developing knowledge sentences for each unit of work (in every subject) so they can be shared throughout each lesson.

4) IMPLEMENTING A NEW ASSESSMENT TOOL TO HELP SUPPORT THE PROGRESS OF EVERY CHILD AND INFORM PARENTS.

The school has invested in a new assessment tool to enhance our existing assessment procedures. This will help track the progress of children even better than before and provide parents with informative reports at the end of each term.

5) ENHANCED CURRICULUM EXPERIENCES

We continue to develop the opportunities available for children by providing a range of school trips and experiences throughout the school year. We also organise visitors into school to talk to the children about a range of subjects.

If you have any questions about our curriculum, please get in touch with your child's class teacher in the first instance



CURRICULUM TOPICS FOR THE SPRING TERM

Early Years

Spring 2 Medium Term Plan –Space				
Theme	Week 1 19/2/24		Week 2 26/2/24	
	How is Bombo similar or different to Bramhope?		What is Space?	
Key Texts	Sing to the Moon		Whatever Next <i>First Book of Space</i>	
Knowledge/UTW (what do we want the children to know, learn and remember?)	I know that Bombo is a town in Uganda. I know that Uganda is in Africa. I know that places in the world are different to Bramhope. Challenge I know that Bombo is near the equator, so it is warmer than Bramhope. I know that the school in Bombo has less resources than our school.		I know there are 8 planets in our solar system. I know we live on a planet called Earth. I know the planets orbit the sun. I know the sun is a big star and stars are burning balls of fire. I know it is dangerous to look at the sun.	
Key vocabulary	Bombo Uganda Africa Equator Resources		Planet Star Sun Solar system	
Belong	Diversity texts: Uganda book (literacy book) All about diversity What is diversity?		Diversity texts: All about diversity Amazing humans How are we different?	
PSED focus	Children learn with a familiar group, listening to the ideas of others.		Children choose their own equipment that is necessary to complete a task. Children participate in a wide range of activities.	
Computing – internet safety	Review –Can you name different devices? What can devices be used for? If you want to go on a device, ask an adult.		https://www.childnet.com/resources/digiduck-stories/detective-digiduck Read detective duck with the children	
Maths	NCETM wk 20 composition WRM Building 9 and 10 Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10, 1 more		NCETM wk 21 cardinality, ordinality, counting WRM Building 9 and 10 1 less, Composition to 10, Bonds to 10 (2 parts) Make arrangements of 10, Bonds to 10 (3 parts)	
Cooking	Bagel/Pitta pizza Skill- chopping		Sandwiches – spreading, chopping grating	

CURRICULUM TOPICS FOR THE SPRING TERM

Early Years

Week 4 11/3/24 Science week- Theme Time	Week 5 18/3/24	Week 6 25/3/24
How does light and dark affect our world?	What does fairness mean?	How are special times celebrated? Easter
Owl Babies (RM) First Book of Space	It's a no Money Day	Easter is Special By Anita Ganeri
I know it is light in the day and dark at night. I know you can only see the stars at night. I know the sun moves across the sky. I know that some animals come out at night and are nocturnal e.g. hedgehogs, badgers, bats, owls, foxes. Challenge I know that the Earth spins and tilts. I know that when we are facing the sun, it is daytime. I know that when we are facing away from the sun, it is night time.	I know that being fair means to share with others. I know that not all people have the same things as me. I know that families can go to a food bank for food if they need help. I know that we can help families by donating food to the food bank.	I know that Easter is an important festival for Christians. I know Easter is the celebration of the resurrection of Christ. I know that Eid ul-Fitr is an important festival for Muslims. I know that Muslims celebrate by being thankful.
Earth, stars, sun Light, dark Nocturnal	Food bank Fair Fairness share	Celebrations Christianity, Christians, Christian festival, Easter, Resurrection, Islam, Muslims, Muslim festival, Eid
Diversity texts: We are all wonders	Diversity texts: No money day (literacy book)	Diversity texts: All about diversity Celebrations
Children can regulate their emotions when faced with challenges. Children understand why we take turns, wait politely, and tidy up our environment.	Children start to express how they feel at certain times and explain why. Children start to understand empathy.	Children are respectful towards all children. Children respect the routines and traditions of other children
https://www.childnet.com/resources/digiduck-k-stories/digiduck-saves-the-day Read Digi duck saves the day	file:///C:/Users/N.Freer/Downloads/Digiduck-Poster-A4 Review the learning through the Digi Duck books – go through the poster	
NCETM wk23 composition WRM – Time – linked to science week –topic is time Days of the week sequencing	NCETM wk 24 composition WRM – money Recognising coins Adding coins together	NCETM wk 25 comparison WRM – Explore 3D shapes
Sandwiches – spreading, chopping grating	Sandwiches – spreading, chopping grating	Jam tarts- rolling and using cutters

CURRICULUM TOPICS FOR THE SPRING TERM

Year 1

Year group: 1		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Read sentences and larger texts with pace, intonation, confidence, and fluency.
	Writing	The Great Explorer – Chris Judge; focusing on postcards, their features and writing our own from the North Pole. Tad – Benji Davies; using retrieval skills to write a non-chronological report on the lifecycle of a frog.
	Phonics/Spelling	Group focused phonics: Recognise, read, and write set 1, 2 and 3 sounds in words; read sounds and words at their challenge point speedily.
	Grammar	Nouns, verbs, adjectives, conjunctions.
	Punctuation	Full stops, capital letters and finger spaces.
Maths	Mental calculations	Number bonds to 20, fluently counting forwards and backwards from any given number across 100
	Written calculations	Addition and subtraction to 20, including missing number calculations and number bonds.
	Units of work	Place value to 50. Measure; length and height, mass, and volume. Finding fractions of a shape.
Science	Working scientifically	Comparative and fair testing, observing over time, Research using secondary sources, Identifying, classifying, and grouping, Pattern seeking.
	Units of work	Animals, including humans. Learning about the different types of animals, their features, and their habitats.
Spanish	Units of work	Transport
Geography	Units of work	Explorers; Are all explorers significant? Comparing 3 explorers, Ibn Battuta, Captain Oates, and Helen Sharman, and understanding the significance of their accomplishments.
Art/D.T.	Units of work	Art: Sketching and colour mixing. Combining these skills to create their final piece of work. D.T: Planning, preparing, and making chocolate crispy buns.
Music	Units of work	Combining pulse, rhythm, and pitch. How does music help us to understand our neighbours?
RE	Units of work	Why does Easter matter to Christians? How and why is Easter celebrated by Christians?
Computing	Units of work	Hour of Code, Course A. Understanding and creating algorithms to move an object or character from one point to another. Use technology safely, respectfully, and responsibly. Digital Literacy: Health and wellbeing – being mindful of how much time we spend online and understanding the effect that too much screen time has on our wellbeing.
PE	Units of work	Dance - Children to use rhythm, and inspiration from dance around the world to create a final piece of dance.
PSHE	Units of work	Money: Why do we need money? Children to explore where money comes from, how we use it and why it is important in day-to-day life.

Year 2

Year group: 2		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Continue using VIPERS, developing comprehension skills.
	Writing	Writing to entertain. Writing narratives about personal experiences and those of others (real and fictional).
	Phonics/Spelling	Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words.
	Grammar	Four sentence types. Adjectives and adverbs. Suffixes ful or less to create adjectives. Edit and improve own writing.
	Punctuation	Accurately punctuate a sentence in line with the sentence type.
Maths	Mental calculations	2, 5, 10 times-tables.
	Written calculations	Multiplication and division. One step and two step word problems.
	Units of work	Multiplication and division – 2, 5 and 10 times-tables. Measurement: Length and Height. Measurement: Mass, Capacity and Temperature.
Science	Working scientifically	Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions.
	Units of work	Plants. Observing and describing how seeds and bulbs grow into mature plants. Investigating how plants need water, light and a suitable temperature to grow and stay healthy.
Spanish	Units of work	Caperucita Roja; Little Red Riding Hood
History	Units of work	Holidays in the past. How have holidays changed over time? Children will explore the features of a seaside holiday, learn about the history of the seaside holiday and how this has changed over time.
Art	Units of work	Sculptures Genre: Clay Technique: Pinch pots and markings Artists: Several including Rachel Boxnboim, Elaine Monnin and Noriko Kuresumi.
Music	Musician	Tchaikovsky
	Units of work	Music Theory. Start to describe music from a variety of genres. What does music teach us about our neighbourhood? How music influences community and identity.
RE	Units of work	Why does Easter matter to Christians?
Computing	Units of work	Hour of Code. Understanding algorithms. Digital literacy: Health and wellbeing.
PE	Units of work	Dance. Develop balance, agility and co-ordination, and begin to apply them in a range of activities. Perform dances using simple movement patterns.
PSHE	Units of work	Health and Wellbeing. What helps us stay safe?

Year 3

Year group: Year 3		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Madame Pamplemousse and Her Incredible Edibles by Rupert Kingfisher
	Writing	Writing to inform through instructions.
	Phonics/Spelling	‘auto’ and ‘super’ prefixes, silent letters, /k/ sound spelt /ch/ and Homophones
	Grammar	Use of the present perfect form of verbs instead of the simple past for example, He has gone out to play
	Punctuation	Introduction to inverted commas to punctuate direct speech.
Maths	Mental calculations	Addition and subtraction using different units of measure
	Written calculations	Counting on in fractions.
	Units of work	Measurement – Length and perimeter. Measuring, comparing, adding and subtracting lengths in centimetres and millimetres. Fractions – Understanding the denominators of unit fractions, understanding the numerators of non-unit fractions, comparing and ordering non-unit fractions, placing equivalent fractions on number lines and bar models
Science	Working scientifically	Gathering, recording, classifying and presenting data, recording findings using simple scientific language
	Units of work	Plants – Exploring the part the flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Spanish	Units of work	We will learn to read, speak and write the names of a range of fruit and vegetables.
Geography	Units of work	Rivers and Water Cycle including an in depth look at the River Wharfe - Where it is, how it has changed over time and how it compares to the River Ouse.
D.T.	Artist	-
	Units of work	We will design and create a stable and creative structure
Music	Musician	How Does Music Help Us Get to Know Our Community?
	Units of work	Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B
RE	Units of work	Why do Christians call the day Jesus died ‘Good Friday’
Computing	Units of work	Hour of Code Course C Using sequence, selection, working with variables and various forms of input and output to accomplish specific goals
PE	Units of work	OAA, working with others to problem-solve, following instructions, complete team challenges and an introduction to orienteering in the grounds of school.
PSHE	Units of work	What makes a community?

CURRICULUM TOPICS
FOR THE SPRING TERM

Year 4

Year group: Y4		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	The Boy who Biked the World / The Butterfly Lion
	Writing	Diary writing and newspaper reports
	Phonics/Spelling	‘tion’, ‘ssion’ and ‘ous’ endings, Plural nouns, CEW Block 4
	Grammar	Fronted adverbials, conjunctions
	Punctuation	Apostrophes for possession, commas after fronted adverbials, inverted commas
Maths	Mental calculations	Multiplication and division facts up to 12 x 12
	Written calculations	Addition/Subtraction of decimals. Column addition/subtraction.
	Units of work	Decimals, Money, Fractions
Science	Working scientifically	Comparative and Fair Testing, Pattern Seeking, Identifying, Classifying and Grouping
	Units of work	Electricity
Spanish	Units of work	Las mascotas Pets
Geography	Units of work	Fairtrade - What is Fairtrade and why should it matter to us?
D.T.	Artist	N/A
	Units of work	DT – Creating a buzzer game
Music	Musician Units of work	Musical Spotlight: Feelings Through Music Social Question: How Does Music Teach Us About Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B
RE	Units of work	Why do Christians call the day Jesus died ‘Good Friday’?
Computing	Units of work	Datalogging
PE	Units of work	Invasion Games: netball
PSHE	Units of work	How can we manage our feelings? - Managing big feelings and strategies to cope with change and loss.

Year 5

Year group: 5		Half Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	The Journey – Francesca Senna Guided Reading will be linked to our topic of Migration.
	Writing	We will be writing a short story about a journey and also poetry using a classic poem The Raven by Edgar Allen Poe as our stimulus.
	Spelling	Ent/Ence; cious/tious; suffixes; line 4 Word Wall 5.
	Grammar	Verb forms, pre-fixes/suffixes, apostrophes.
	Punctuation	Recapping parenthesis and different types of clauses.
Maths	Units of work	Decimals up to 2 decimal places Equivalent fractions and decimals Thousandths as fractions and as decimals Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number and round to 1 decimal place Understand percentages, percentages as fractions and decimals Equivalent fractions, decimals and percentages Perimeter of polygons, rectangles and rectilinear shapes Area of rectangles and compound shapes Draw line graphs Read and interpret line graphs, tables and timetables
		Identifying, classifying and grouping; Comparative and fair testing; Pattern seeking; Observing over time
		Properties and changing materials: This unit builds on the children’s knowledge of solids, liquids and gases and looks at how mixtures and solutions can be separated using a range of different ways. It also looks at the ideas of reversible and irreversible changes. British Science Week – 8-17th March.
		We will be sequencing and retelling the story of ‘Ricitos de Oro y los tres osos, which is Goldilocks and the three bears. We will practise telling the story in English and then in Spanish.
		Our study this half term is a cross-curricular history/geography unit all about Migration. We will be exploring the history of migration to the UK and the issues surrounding migration today. We will consider the different types of migration and the reasons for them. We will also look at the impact of migration on individuals and communities.
DT	Artist	Zaha Hadid
	Units of work	Frame Structures: Researching, designing and making frames to fulfil a design brief.
Music	Musician	Range of artists, including Joseph Haydn
	Units of work	Enjoying a range of musical styles with a focus on the ‘texture’ in music, and how voices and instruments combine to make different textures.
RE	Units of work	What Would Jesus do? This is a continuation of last half term’s work looking at how Christians can live by the values that Jesus taught in the 21st Century. We will also be discussing how we can solve dilemmas and offer help to others in need.
Computing	Units of work	Theory and Systems – What is a computer network? How are the World Wide Web and the internet connected? How do we search on the internet?
PE	Units of work	OAA: Alternative sports and wellbeing – Tchoukball, Orienteering, First Aid and Well Being. Children will learn how to orientate a map correctly and move around a course. Children will learn about basic first aid and how to carry this out on a casualty.

Year 6

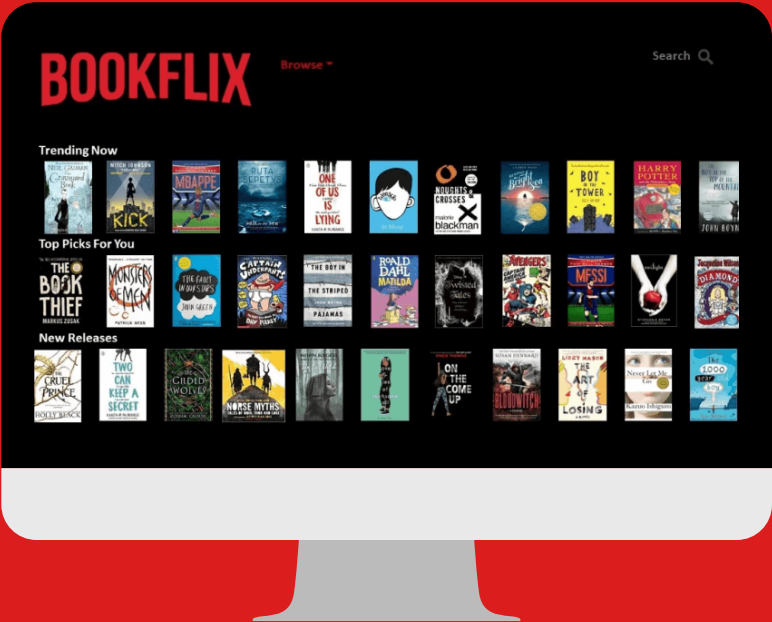
Year group: 6		Half Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Clockwork by Phillip Pulman
	Writing	We will be writing formal letters, a tourist brochure for the imaginary city of Glockenheim and a mystery story of our own.
	Spelling	Ent/Ence; cious/tious; suffixes; line 4 Word Wall 5.
	Grammar	The subjunctive, passive voice and verb tenses.
	Punctuation	Hyphens, dashes, colons, semi-colons and apostrophes.
Maths	Units of work	Measurement <ul style="list-style-type: none">solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriateuse, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal placesconvert between miles and kilometresrecognise that shapes with the same areas can have different perimeters and vice versarecognise when it is possible to use formulae for area and volume of shapescalculate the area of parallelograms and trianglescalculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³ Ratio and proportion including scale factor <ul style="list-style-type: none">solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division factssolve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparisonsolve problems involving similar shapes where the scale factor is known or can be foundsolve problems involving unequal sharing and grouping using knowledge of fractions and multiples Calculating the mean Using algebra <ul style="list-style-type: none">express missing number problems algebraicallyfind pairs of numbers that satisfy an equation with 2 unknownsenumerate possibilities of combinations of 2 variables
		Identifying, classifying and grouping; Comparative and fair testing; Pattern seeking; Observing over time
		Properties and changing materials: This unit builds on the children’s knowledge of solids, liquids and gases and looks at how mixtures and solutions can be separated using a range of different ways. It also looks at the ideas of reversible and irreversible changes. We will also think about which materials are the best thermal insulators. The children will research careers that involve ‘materials’ to develop their science capital. British Science Week – 8-17th March.
		We will be sequencing and retelling the story of ‘Ricitos de Oro y los tres osos, which is Goldilocks and the three bears. We will practise telling the story in English and then in Spanish.
		Our study this half term is a cross-curricular history/geography unit all about Migration. We will be exploring the history of migration to the UK and the issues surrounding migration today. We will consider the different types of migration and the reasons for them. We will also look at the impact of migration on individuals and communities.
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RE	Units of work	What Would Jesus do? This is a continuation of last half term’s work looking at how Christians can live by the values that Jesus taught in the 21st Century. We will also be discussing how we can solve dilemmas and offer help to others in need.
Computing	Units of work	Theory and Systems – What is a computer network? How are the World Wide Web and the internet connected? How do we search on the internet?
PE	Units of work	OAA: Alternative sports and well-being – Tchoukball, Orienteering, First Aid and Well Being. Children will learn how to orientate a map correctly and move around a course. Children will learn about basic first aid and how to carry this out on a casualty.
PSHE	Units of work	We will be looking at the news and what to do if we find it worrying or upsetting. We will also look at how to spot fake news and understand how news can be targeted.

CURRICULUM HIGHLIGHTS...

BOOKFLIX!

To help children continue to develop a love of reading and to expose them to a wider variety of books, the school have purchased a range of high quality books for children to read. The books have been carefully selected for each year group using lexile ranges (<https://lexile.com/parents-students/understanding-your-lexile-measure/lexile-measures-reading>). Starting this term, children will be able to loan out the Bookflix books from their class. Children are expected to read at least 5 of the Bookflix books each academic year (3 this academic year). For more information, including the book lists, please refer to the reading email sent out to parents at the start of the spring term.



We are also delighted to announce that the PTA have kindly funded a subscription for the school to receive a wide selection of newly purchased books each term. Children will be able to loan these from the school library.

What’s coming up this term?

- 1 March** Friendship Workshops led by Sue O'Leary Hall
- 7 March** World Book Day (optional costumes)
- 11-14 March** Science week
- 15 March** In school talent show- Comic Relief
- 18-20 March** Y5 residential visit
- 18-22 March** Neurodiversity week
- 22 March** Wilberforce Day. (Children to wear yellow)
- 19-21 March** Reflection workshops
- 28 March** Choir ‘Spring Sing’

Future dates for your diary.

- 4 June** Reception/Key Stage 1 Sports Day
- 6 June** Key Stage 2 Sports Day
- 18 June** reserve date for Reception/Key Stage 1 Sports Day
- 20 June** reserve date for Key Stage 2 Sports Day

TRAINING DAYS FOR THE DIARY

- | | |
|--------------------------------------|-----------------|
| Monday 22/7/24 | Monday 2/9/24 |
| Tuesday 23/7/24 | Tuesday 3/9/24 |
| School will be closed on these days. | Monday 6/1/25 |
| | Monday 21/7/25 |
| | Tuesday 22/7/25 |

RECOMMENDED READS

At Bramhope, we have high expectations for reading. We recognise the importance of reading a wide range of texts and genres. We have created a list of books suitable for each year group to help engage your child at home.

EYFS

Brown Bear, Brown Bear, What Do You See?	Bill Martin Jnr	
Where's Spot?	Eric Hill	
Guess How Much I Love You	Sam McBratney and Garth Williams	
The Little Red Hen	Byron Barton	
The Very Hungry Caterpillar	Eric Carle	
Clifford the Big Red Dog	Norman Bridwell	
Owl Babies	Martin Waddell and Patrick Benson	
Where the Wild Things Are	Maurice Sendak	
Winnie the Pooh	A A Milne	
The Tale of Peter Rabbit	Beatrix Potter	
Stone Soup	Marcia Brown	
Not Now Bernard	David McKee	
There was an Old Lady who Swallowed a Fly	Pam Adams	
The Tiger Who Came to Tea	Jill Tomlinson	
The Gruffalo	Julia Donaldson & Axel Scheffler	
Winnie the Witch	Valerie Thomas & Korky Paul	
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs	
We're Going on a Bear Hunt	Helen Oxenbury	
Handa's Surprise	Eileen Browne	
The Owl Who Was Afraid of the Dark	Jill Tomlinson	
I Will Never Eat a Tomato	Lauren Child	
Rosie's Walk	Pat and Laurence Hutchins	
One Snowy Night	Nick Butterworth	
Dear Zoo	Rod Campbell	
The Rainbow Fish	Marcus Pfister	
Dogger	Shirley Hughes	
Farmer Duck	Martin Waddell	
Once Their Were Giants	Martin Waddell and Penny Dale	
Traditional Rhymes		
Alphabet Books		
Counting Books		

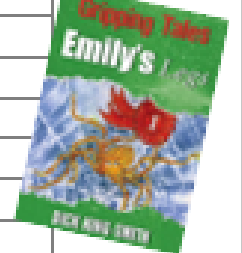
Year 1

The Cat in the Hat	Dr Seuss	
The Tiger Who Came to Tea	Judith Kerr	
Hairy Maclary	Lynley Dodd	
The Large Family Collection	Jill Murphy	
Charlie and Lola	Lauren Child	
The Smartest Giant in Town	Julia Donaldson	
The Gruffalo's Child	Julia Donaldson	
The Gigantic Turnip	Aleksei Tolstoy	
The Whisperer	Nick Butterworth	
Mrs Armitage on Wheels	Quentin Blake	
The Trouble with Jack	Shirley Hughes	
My Friend Bear	Jez Alborough	
Avocado Baby	John Burningham	
A Bear Called Paddington	Michael Bond	
Funnybones	Allan Ahlberg	
The Hodgeheg	Dick King-Smith	
The Jolly Postman	Allan Ahlberg	
Mister Magnolia	Quentin Blake	
Katie Morag Series	Mairi Hedderwick	
Frog and Toad are Friends	Arnold Lobel	
The Princess and the Pea	Minnie Grey	
Amazing Grace	Mary Hoffman	
Don't Forget the Bacon	Pat Hutchins	
Emperor of Absurdia	Chris Riddell	
The True Story of the Three Little Pigs	Jon Scieszka	
Collins Primary Dictionary		
Children's First Encyclopaedia		
Children's Atlas		
Topic Books, eg Old Toys, Homes in the Past		
Traditional Nursery Rhymes		
Traditional Fairy Stories		

RECOMMENDED READS

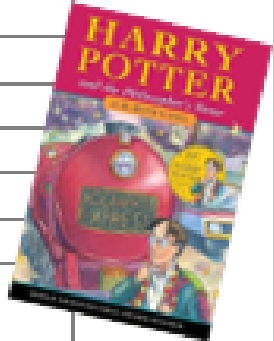
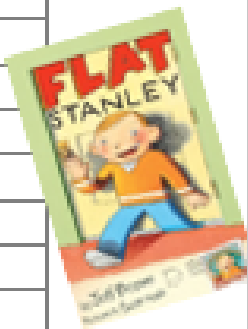
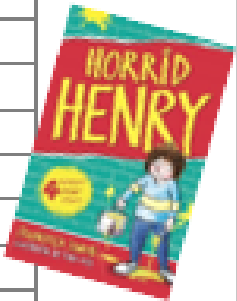
Year 2

The Cat Who Lost His Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf's Pancakes	Jan Fearnley
Frog is Frog	Max Velthuis
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The Adventures of Captain Underpants	Day Pitkey
The Diary of a Killer Cat	Anne Fine
Little Wolf's Book of Badness	Ian Whybrow
The Magic Finger	Roald Dahl
Mrs Wobble the Waitress	Allan Ahlberg
Pirate School: Just a Bit of Wind	Jeremy Strong
George's Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily's Legs	Dick King-Smith
Children's Illustrated Dictionary	
Usborne Books:	
The First Encyclopaedia of Science	
The First Encyclopaedia of the Human Body	
The First Encyclopaedia of Animals	
The First Encyclopaedia of Seas and Oceans	
The Children's World Atlas (internet linked)	
Pocket Science Books	
Watt's Great Events Books:	
The Great Fire of London	
Gun Powder Plot	
Battle of Hastings	
Coronation of Elizabeth II	
Watt's Famous People Series:	
Florence Nightingale	
Louis Braille	
George Stephenson	
Thomas Edison	



Year 3

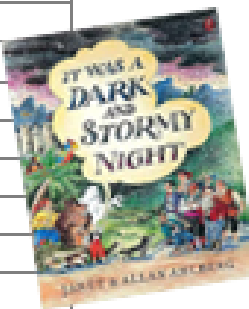
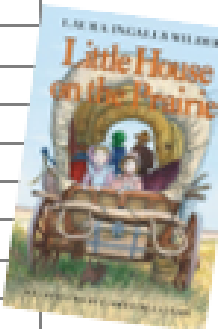
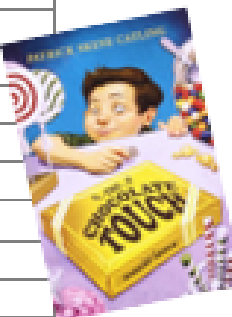
Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
Kensuke's Kingdom	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and Chocolate Factory	Roald Dahl
Matilda	Roald Dahl
Danny The Champion of the World	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr Fox	Roald Dahl
The BFG	Roald Dahl
The Sheep Pig	Dick King-Smith
Bill's New Frock	Anne Fine
The Hundred Mile an Hour Dog	Jeremy Strong
Return of the Hundred Mile an Hour Dog	Jeremy Strong
The Naughtiest Girl in the School	Enid Blyton
Secret Seven series	Enid Blyton
Famous Five series	Enid Blyton
Animal Ark series	Lucy Daniels
Horrid Henry series	Francesca Henry's
Charlotte's Web	E B White
Flat Stanley	Jeff Brown
Fungus the Bogeyman	Raymond Briggs
Mystery Winkleses	Helen Cresswell
The Indian in the Cupboard	Lynne Reid Banks
Mr Majeika	Humphrey Carpenter
Please Mrs Butler	Allan Ahlberg
The Sam Pig Story Book	Alison Uttley
Railway Cat	Phyllis Arkle
Harry Potter and the Philosopher's Stone	J K Rowling



RECOMMENDED READS

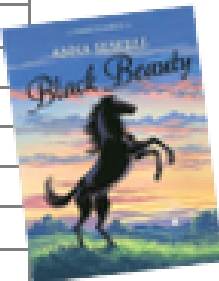
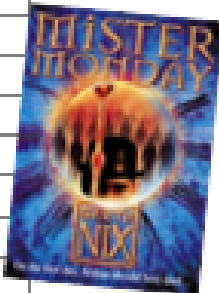
Year 4

A Caribbean Dozen	John Agard & Grace Nicholls
Alice's Adventures in Wonderland	Lewis Carroll
Mufaro's Beautiful Daughters	John Steptoe
Beowulf	Kevin Crossley-Holland
The Firework-Maker's Daughter	Philip Pullman
The Dragon's Child	Jenny Nimmo
The Ghost Blades	Anthony Masters
Sara, Plain and Tall	Patricia MacLachlan
Smart Girls	Robert Leeson
Brother Eagle, Sister Sky	Susan Jeffers & Chief Seattle
Robi Dobi	Madhur Jaffrey
The Reluctant Dragon	Kenneth Grahame
Flow	Pippa Goodhart
Dragon Poems	John Foster & Korky Paul
The Crazy Shoe Shuffle	Gillian Cross
The Sea Piper	Helen Cresswell
The Chocolate Touch	Patrick Skene Catling
Spacebaby	Henrietta Branford
Gregory Cool	Caroline Binch
A Pot of Gold	Jill Bennett
Fog Hounds Wind Cat Sea Mice	Joan Aiken
The Clothes Horse	Allan Ahlberg
It Was A Dark and Stormy Night	Allan Ahlberg
The Dancing Bear	Michael Morpurgo
The Demon Headmaster	Gillian Cross
Dog So Small	Phillipa Pearce
Emil and the Detectives	Erich Kastner
The Iron Man	Ted Hughes
The Lion, The Witch and The Wardrobe	C S Lewis
Little House on the Prairie	Laura Ingalls Wilder
Mrs Frisby and the Rats of Nimb	Robert C O'Brien
Stig of the Dump	Clive King
Swallows and Amazons	Arthur Ransome
A Child's Garden of Verse	Robert Louis Stevenson
Greek Myths for Young Children	Marcia Williams
The Orchard Book of Creation Stories	Margaret Mayo & Louise Brierley




Year 5

Water Wings	Morris Gleitzman
Blabbermouth	Morris Gleitzman
Belly Flop	Morris Gleitzman
The Diddakoi	Rumer Godden
Stormbreaker	Anthony Horowitz
Walter and Me	Michael Morpurgo
Friend or Foe	Michael Morpurgo
Mister Monday	Garth Nix
Aquila	Andrew Norris
Harry and the Wrinklies	Alan Temperley
The Story of Tracy Beaker	Jacqueline Wilson
Double Act	Jacqueline Wilson
Northern Lights	Philip Pullman
A Christmas Carol	Charles Dickens
Dragon Rider	Cornelia Funke
Journey To Jo'burg	Beverly Naidoo
Journey to the River Sea	Eva Ibbotson
The Owl Service	Alan Garner
Pig Heart Boy	Malerie Blackman
Tom's Midnight Garden	Philippa Pearce
Watership Down	Richard Adams
The Wizard of Earthsea	Ursula K Le Guin
Wolves of Willoughby Chase	Joan Aiken
Where the Red Fern Grows	Wilson Rawls
Little Women	Louisa May Alcott
The Secret Garden	Frances Hodgson-Burnett
Artemis Fowl	Eoin Colfer
The Wind in the Willows	Kenneth Grahame
Anne of Green Gables	L M Montgomery
Black Beauty	Anna Sewall
Holes	Louis Sachar
There's a Boy in the Girls' Bathroom	Louis Sachar
Vicky Angel	Jacqueline Wilson
The Other Side of Truth	Beverley Naidoo
Harry Potter series	J K Rowling



RECOMMENDED READS

Year 6

Carrie's War	Nina Bowden	
When Hitler Stole Pink Rabbit	Judith Kerr	
Forgotten Voices of the Second World War	Max Arthur	
The Diamond of Drury Lane	Julia Golding	
Framed	Frank Cottrell Boyce	
Homecoming	Cynthia Voigt	
Noughts and Crosses	Malorie Blackman	
Knife Edge	Malorie Blackman	
Private Peaceful	Michael Morpurgo	
The Secret Diary of Adrian Mole Aged 13 1/4	Sue Townsend	
Treasure Island	Robert Louis Stevenson	
Mortal Engines	Philip Reeve	
Clockwork	Philip Pullman	
Dragon Keeper	Carole Wilkinson	
The Curious Incident of the Dog in the Night-Time	Mark Haddon	
Peter Pan	J M Barrie	
Wizard of Oz	F Baum	
Robinson Crusoe	Daniel Defoe	
Oliver Twist	Charles Dickens	
Jungle Book	Rudyard Kipling	
The Railway Children	E Nesbit	
The Borrowers	M Norton	
The Adventures of Huckleberry Finn	Mark Twain	
Alex Rider series	Anthony Horowitz	
My Story series	Various authors	
Anne Frank: The Diary of a Young Girl	Ed. Otto H Frank	
Boy Overboard	Morris Gleitzman	
Sabriel	Garth Nix	

THE IMPORTANCE OF READING BOOKS

Opening the World Window

Add information that is in accordance with the points above in this column in short and concise writing.

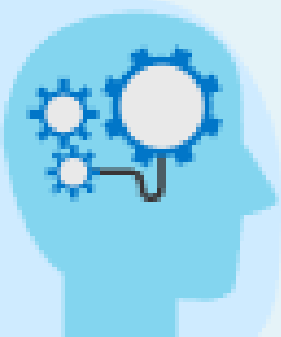


Adding insight

Add information that is in accordance with the points above in this column in short and concise writing.

Improve Focus and Concentration

Add information that is in accordance with the points above in this column in short and concise writing.



Improve memory

Add information that is in accordance with the points above in this column in short and concise writing.



PERSONAL DEVELOPMENT AT BRAMHOPE

Our personal development curriculum runs alongside our academic curriculum. Our personal development curriculum enables all our children to navigate through life safely, happily and healthily. We do this through our three core values:

Belong: We work hard so that all children feel a part of Bramhope Primary School and are inclusive towards others.

Be your best: We emphasize achievement through effort.

Be Bramhope: We provide opportunities for children to become kind, responsible citizens and leaders of the future.

Throughout the school year, our aim is for your child to gain the following experiences:

EYFS	<div>Transition workshop</div> <div>Teddy Bears’ teambuilding picnic</div> <div>Grow to eat (and cook) workshops</div> <div>Mystery visitor careers programme</div> <div>Eco project: litter picking</div> <div>Launch of Travel tracker and Teddy takes a Tumble</div> <div>Your time to shine: peformance poetry</div>
Year 1	<div>Class Go Wild teambuilding day</div> <div>Make friends with someone in Uganda</div> <div>Grow to eat (and cook) workshops</div> <div>SWP enterprise project</div> <div>End of term class to class music concert</div> <div>NSPCC Number Day</div> <div>Eco project: energy saving-lights off</div> <div>Your time to shine: peformance poetry plus</div>
Year 2	<div>Class Go Wild teambuilding day</div> <div>Get to know someone from Salvation Way Primary School</div> <div>Transition workshop</div> <div>Grow to eat (and cook) workshops</div> <div>House X tables</div> <div>House poetry recital</div> <div>NSPCC Number Day</div> <div>End of term class to class music concert</div> <div>House mile</div> <div>Scooter training</div> <div>Eco project: fruit and veg composting</div> <div>SWP enterprise project</div> <div>Mystery visitor careers programme</div> <div>Your time to shine: dance and drama</div>

PERSONAL DEVELOPMENT AT BRAMHOPE

Year 3

- Class Go Wild teambuilding day
- Music Must Haves: start to learn the recorder, take up music lessons or join the choir
- Grow to eat (and cook) workshops
- House X tables
- NSPCC Number Day
- End of term class to class music concert
- House poetry recital
- House mile
- SWP enterprise project
- Eco project: recycle your batteries
- Your time to shine: dance and drama plus

Year 4

- Residential- Nell Bank teambuilding visit
- Local study project
- Grow to eat (and cook) workshops
- Year group music concert
- House X tables
- House poetry recital
- NSPCC Number Day
- End of term class to class music concert
- House mile
- SWP enterprise project
- Pedestrian training
- Eco project: recycle school paper
- Mystery visitor careers programme
- Your time to shine: mini play in a day

Year 5

- Leadership team building day
- Music Must Haves
- Residential- High Adventure teambuilding visit
- Transition workshop
- Grow to eat (and cook) workshops
- Year group Music concert
- NSPCC Number Day
- House X tables
- End of term class to class music concert
- House poetry recital
- House mile
- SWP enterprise project
- Sustainable goals workshop
- Your time to shine: Shakespeare Workshop

Year 6

- Residential- Castle Howard teambuilding visit
- Music Must Haves
- Transition workshop
- Grow to eat (and cook) workshops
- Career programme
- Year group music concert
- House X tables
- NSPCC Number Day
- End of term class to class music concert
- House poetry recital
- Triathalon
- Bikeabiliy
- SWP enterprise project
- Sustainable goals workshop
- Become a prefect
- Mystery visitor careers programme
- Fiver Challenge Enterprise Project
- Your time to shine: play in a day

PASTORAL SUPPORT



I am Mrs Judd and I am the Pastoral Care Co-coordinator at Bramhope Primary School. I believe that supporting the health and well-being of our pupils and parents will assist in improving each pupil's school experience and this, in turn, will help academic outcomes.

My role is to provide support and guidance to pupils, helping them to address any social, emotional or behavioural needs that may occur. This could include friendship groups, anxiety and bereavement support.

I work closely with other adults, within and outside of the school, to identify and break down barriers, helping children to remain motivated so that they can achieve their best.

Social, Emotional and Mental Health (SEMH) is critical to the development and educational achievement of children and young people and research has shown it has important consequences for health and social outcomes in adult life.

I am keen to work in partnership, to support pupils and families, so if you have anything you would like to discuss with me, please do not hesitate to contact me in school or via email at pastoral@bramhopeprimaryschool.co.uk.

To help support our families at Bramhope, our local family of schools has bought in to the services of Parent Support Worker Lisa Matheson. Lisa provides advice, support and training for parents on a wide range of issues. See below for her offer for 2023-2024.



Service	Description	When	Where	Formal referral needed?
Intensive Support	4-6 weeks of bespoke support	Throughout the week	Home visits, Children's Centre, in school	YES
Parent Support Group	Informal coffee morning offering 'light touch' parenting support, advice and guidance	Tuesday AM	The Core, Otley	NO
Advice and Information drop in	Advice and sign-posting	Tuesday PM Wednesday PM	The Children's Centre, Otley	NO
CYGNET training	Barnardo's licenced training for parents of autistic children	TBC	Various Venues TBC	YES
PAC Calls	Parent and Carer Call. Next step support for parents who have received Intensive Support and now require a 'check-in'.	Throughout the week	N/A	N/A

CONTACT LISA

07510079959 or mn1@princehenrys.co.uk

BRAMHOPE SCHOOL PARTNERSHIP



Bramhope Primary School is proud of the strong relationships which exist between parents, carers, and our school staff. All parties work hard to provide the very best for the children in our care and to communicate effectively.

To provide a welcoming, supportive environment for everyone and to support our staff with their work life balance, we have summarised our expectations as follows:

Parents

I will do my best to:

- Speak directly with a class teacher (in person, on the phone or on Teams) whenever possible if I have a concern.
- Only email a class teacher if I am unable to speak with them or unable to arrange an appointment.
- Use the admin address for all enquiries which do not directly relate to my child's learning.
- Only email or copy in the deputy headteacher or headteacher if I am unable to speak with a relevant staff member or unable to arrange an appointment.
- Seek support and advice from the school if I have a concern, rather than going directly to a parent.
- Avoid posting concerns on social media, or using social media to name other parents and/or children.
- Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
- Enable and encourage my child to become independent and, where appropriate, resolve small issues which might arise in school.
- Enable and encourage my child to develop a routine outside school so that reading becomes a habit.
- Enable and encourage my child to develop a school routine outside school so that age appropriate home learning and test preparation becomes a habit.

Staff:

I will do my best to:

- Speak directly with a parent or carer (in person, on the phone or on Teams) whenever possible.
 - Only contact a parent if they need to be made aware of an issue which cannot be resolved or an issue which would benefit from further discussion at home.
 - Answer emails as soon as possible, always remembering to prioritise emails which are about children's safety and welfare.
 - Provide a factual account of an event which has caused concern.
 - Seek support and advice from a parent or carer if I have a concern.
 - Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
 - Enable and encourage children to become independent and, where appropriate, resolve small issues which might arise in school.
 - Encourage children to develop a routine outside school so that reading, age-appropriate home learning and test preparation becomes a habit.
-

HOW DO I KNOW MY CHILD IS DOING WELL ?



1) PARENTS' EVENING

You will have the opportunity to meet with your child's class teacher(s) before half term.

2) BOOK LOOKS

Regular opportunities to review your child's learning in school.



3) END OF TERM REPORTS

You will receive an end of term report for your child to inform you of current attainment, behaviour and attitudes in the core subjects

4) CURRICULUM INFORMATION EVENINGS

We will be running several information evenings this term. The first will focus on phonics, reading and writing. The second will focus on maths.



5) ADDITIONAL MEETINGS

If you would like to meet with your child's class teacher, please email them directly using the addresses on the school website.

6) WE'RE HERE TO HELP

If you have any queries or concerns about your child's learning, development or behaviour, always contact your child's class teacher in the first instance. All class teacher email addresses are on the school website.



Get in Touch

01132 671222

admin@bramhopeprimaryschool.co.uk



HOW CAN I HELP MY CHILD?

01



Reading

Hearing your child read is one of the most important things you can do at home. In the early stages of reading, little and often is always best!

We also use VIPERS as part of our Reading Lessons, which are taught to improve the pupils' skills across all areas of reading. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

For more information, go to: <https://www.bramhopeprimary.co.uk/page/?title=Reading&pid=535>

02

Phonics

Read Write Inc. (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we continue teaching RWI to pupils beyond the age of 7 if required, as we use a stage not age approach.

For more information, go to <https://www.bramhopeprimary.co.uk/page/?title=Phonics&pid=536>

03



Maths

Supporting children in learning their times tables really helps develop strong maths skills. All children in Year 4 are required by the government to know their tables up to 12 x 12. Every child from Years 1 to 6 has a Times Tables Rock Stars account which they can access from home. To support your child with all aspects of maths, every child in school has a Mathletics login. Please contact your child's class teacher for the logins if you do not have one.

We have a calculations policy that all staff follow when teaching the children. Please feel free to use this when supporting your child at home. The calculation policy can be found in the useful links area in the maths section. Or just follow the links here:

https://www.bramhopeprimary.co.uk/_site/data/files/documents/01CDC7A43D59DFFBF4B6F28ECB99991C.pdf

https://www.bramhopeprimary.co.uk/_site/data/files/documents/8757B54746589157C7054052E93B83B5.pdf

04



Talking

In school, we encourage children to ask and answer questions, listen to others, explore ideas and extend their learning through discussion. We share our 'Big think' questions with parents in the weekly newsletter so that they can discuss the key question at home. As part of their home learning, children will therefore sometimes ask parents about their opinions and experiences as a means of developing their own views and understanding of the world.

05



Written Tasks

Writing activities are designed to allow your child to practise and become fluent in the knowledge they have been acquiring in School as well as apply their knowledge in a range of contexts. Written tasks are usually either a grammar exercise or a reading comprehension.

06



Additional Work

Children of any age may occasionally be asked to do additional work including spelling and handwriting. Children will not be asked to regularly complete additional work unless it is part of an individual learning plan which has been agreed with parents.



SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.



<p>Bramhope Primary School has an inclusive ethos. We promote the social and emotional aspects of a child’s development as well as the academic. We provide all children with learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by designing a curriculum which engages all learners. We work in partnership with children, parents/carers and other agencies to identify individual needs and provide focused support and interventions to ensure progress of all pupils.</p>	Ethos
<p>The progress of all children is closely monitored by the Leadership Team. The SENCO (Special Educational Needs Co-ordinator), works in partnership with parents, supports staff and reviews and evaluates our SEN provision. Data is collected each term for all pupils and the achievement and progress of children with SEN Plans is monitored and reported to Senior Leadership. At the termly progress meetings the Leadership Team and SENCO review the provision plans and monitor and evaluate the intervention programmes. Teachers have time provided to meet 1:1 with the SENCO to discuss children with additional needs.</p>	Leadership
<p>Funding for SEN is used according to the specific needs of the children. The SEN budget is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. The school also uses some of the school budget to provide targeted support for SEN at various levels throughout the school. Equipment and training can also be purchased with the SEN budget – including FFI (Funding for Inclusion) funding.</p>	Budget
<p>At Bramhope Primary School we plan a knowledge based curriculum which excites the children and engages them in learning. We teach children how to grow into positive, responsible citizens, who value and can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We value the uniqueness of each child. Teachers and support staff provide targeted intervention with small groups and individual pupils. A pupils may have a combination of a Positive Behaviour Plan and a SEN Support Plan. Our Pastoral leader is able to offer support groups and 1:1 mentoring. We make arrangements to ensure the learning environment is accessible for everyone.</p>	Curriculum Teaching & Learning
<p>The school works closely with the Local Authority and other local schools (The Otley, Pool and Bramhope Family of Schools Cluster) to access support for pupils with specific needs. We also access support from Educational Psychologists and Speech and Language services. The Cluster has a parent support worker and a TaMHS (Mental Health) Counsellor who may be accessed by the school as required. The school is part of the NW Leeds Area Improvement Partnership. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements if required.</p>	Partnerships

Sue Farinha is the school’s SENDCo (special educational needs & disabilities coordinator) please contact her on 0113 2671222 or via send@bramhopeprimaryschool.co.uk

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.

Frequently Asked Questions...

What do I do if I think my child may have Special Educational Needs?

Speak to your class teacher initially and they may refer to the SENCO. The school will work with you to establish what additional help your child may need.

How will school support my child?

The class teacher and the SENCO will develop a plan for your child. If a Special Educational Need has been identified, a SEN support plan will be written. This will have specific targets for your child. The targets will involve the teacher/ the teaching assistant, your child (if appropriate) and yourselves.. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child.

How will the curriculum be matched to my child's needs?

Work will be scaffolded and may be differentiated for your child. Your child may receive targeted support from a teacher or a teaching assistant during the school day. Additional resources will be provided as necessary.

How will I know how well my child is doing and how will you help me support my child's learning?

You will be invited to Parent Consultation Evenings twice a year. You can also request additional meetings with the class teacher and/or SENCO. You will receive a written report once a year. Whenever your child's SEN Support Plan is being reviewed (normally termly), you will be invited to discuss the progress made and the new targets.

What support will there be for my child's overall well-being?

Your child will be cared for primarily by the class teacher. If appropriate, your child may be supported by the pastoral leader. If your child has additional physical needs, these will be discussed with you and the SENCO. Suitable plans will be put in place eg Intimate Care Plans. If necessary, there will be a teaching assistant designated to look after additional physical needs.

What specialist services and expertise are available or accessed by the school?

The SENCO will access any additional support your child needs. This will vary, but could include: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, TaMHs Counsellor, STARs Team, Hearing Impaired Team, Visually Impaired Team, Mindmate Neuro-diversity Team.

How will my child be included in activities outside the classroom?

Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events to enable your child to participate. After school clubs are also available to all. Activities may be differentiated to allow your child to take part and information about financial assistance is available through the school office.

How accessible is the school?

The majority of the school is one level. There is a disabled toilet in each building. We have a hearing loop and a radio aid system. We have a large number of computers, laptops and tablets to support individual programmes.

How will the school help my child on transfer to the next phase of education?

Most of our pupils move to Prince Henry's Grammar School (PHGS), however the school will support all pupils regardless of their next stage in education.

For pupils moving to PHGS, pupils in Yr 5 attend a transition day to familiarise themselves with the building and routines at PHGS and they attend again in Yr6 for three days. The pupils have the opportunity to compete in sporting tournaments at the high school and PHGS run extension sessions in English, maths and science. An Ambassadors Project is organised in the last half of the summer term for pupils who may need a supported move. Pupils who may need additional transition attend PHGS for several sessions. Staff from PHGS (and other high schools) visit Bramhope Primary School to talk to the Y6 teachers and SENCO. We will pass on academic and pastoral/safeguarding information. They also visit the pupils to talk to them and answer any questions that they have. PHGS staff are invited into school to watch presentations which the pupils have put together on a range of subjects from Shakespeare to history. Pupils are also given a transition passport complete before and on the transition days. This includes English, maths and science as well as information about hobbies and families. Family interviews are arranged for all the parents and their children.

SUPPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS AND DISABILITIES.

Frequently Asked Questions...

How are the school’s resources/funding allocated and matched to children’s needs?

The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENCO, Head Teacher, class teacher and external agency (if appropriate) will discuss what support is required. Parents are often involved in these decisions. Some money is spent on additional resources eg specialised programmes.

How are parents involved in the school and how can I be involved?

An effective home–school partnership is vital to every child’s progress. We communicate with parents through regular newsletters, curriculum newsletters and information sessions to showcase learning and events. Parents are welcomed into school to discuss issues and concerns.

If you want more information about school policies, please visit our website <http://www.bramhopeprimary.co.uk/>

If you want more information about the Leeds local authority offer, please visit the LA website <https://leedslocaloffer.org.uk/#!/directory>

What is the Local Offer?

The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

The Leeds Local Offer is about providing families with information to make informed choices about services they may choose to use. Services that are supported by Leeds City Council and Health are highlighted with a blue badge .

Transport 	Things to do 	Financial 	Preparing for
Short Breaks and Fun Activities 	Social Care 	Health 	Education
Further Support for Families 	Parent / Carer Support 	Education Health and Care Plans 	Mental Health Support
Localised Cluster Support 	Further support for you and your family 		

If you have any questions about the local offer, please contact Sue Farinha on 0113 2671222 or via send@bramhopeprimaryschool.co.uk





SAFEGUARDING AT BRAMHOPE

Meet the Safeguarding Team



Richard Street
Deputy Head
Designated
Safeguarding Lead



Caroline Judd
Deputy
Designated
Safeguarding Lead
Pastoral Lead

At Bramhope Primary School we are committed to safeguarding and protecting the welfare of our children and young people

Please alert us if you have any concerns:

0113 2671222

richard.street@bramhopeprimaryschool.co.uk

caroline.judd@bramhopeprimaryschool.co.uk

We are here to support your child and your family. We recognise that life brings with it many challenges and there are certain times within the life of a family that can be really difficult. Both myself and Mrs Judd are here to listen to your needs and provide appropriate support, advice and guidance. We are here in the best interests of your child. It is not our role to judge; we just want to help.

If you feel you or your family would benefit from an informal chat or confidential support, please ask Mrs Judd for the contact details of our Parent Support Worker Lisa Matheson.



SAFEGUARDING SPOTLIGHT ON...

Mental Health

Recognising the signs that a child or young person may be struggling with their mental health can be really difficult.



Here's a list of advice, further information and support services to help you support a child or young person who may be experiencing depression, anxiety, suicidal feelings or self-harm.

Talking to children about feelings

If you're worried about a child, encouraging them to talk can be very helpful, but it can be hard to know how to start talking to them about it. See the [NHS website](#) for helpful tips on starting the conversation.

Self Harm

[NSPCC - Advice for parents who's child may be self-harming](#) - Why do children self harm, signs to look out for and how to support them.

Depression, Anxiety and Mental health

[NSPCC - Advice for parents worried about a child's mental health](#) - Advice on how to talk to your child about their mental health and recognising the signs that they might be struggling. Noticing the difference between anxiety, stress and long term depression.

[NHS website](#) - Spotting signs of depression in children and teenagers
[Young Minds](#) - Advice and guidance for parents, where to find help and how to set up your own support group. Also offer free confidential online and telephone support to anyone worried about the emotional and mental wellbeing of a child or young person up to the age of 25.



Call the free parents' helpline on 0808 802 5544 from 9.30am to 4pm, Monday to Friday or email parents@youngminds.org.uk and Young Minds will respond to your query within 3 working days

[Mental Health Foundation](#) - A guide for parents and carers to help children understand, protect and sustain their mental health and top tips for how you can support your child's mental health.

[MindEd](#) is an online e-portal offering free, simple advice to help adults identify, understand and support children and young people with mental health issues. Although it's aimed at practitioners, parents and carers may also find the information helpful.

Bullying and Cyber-bullying

[NSPCC - Advice for parents on supporting a child who is being bullied](#) - What is bullying, how to recognise the signs and how to support a child. This website also includes helpful advice for parents and carers on supporting themselves.

Mindmate

This website provides a variety of resources specifically for parents and carers.

- [How to talk to your child about a difficult subject](#)
- [Local support services in Leeds](#)
- [Looking after yourself](#)
- [Parenting children under 5 years old](#)
- [Parenting children 5-11 years of age](#)
- [Parenting teenagers](#)
- [Support for young parents](#)

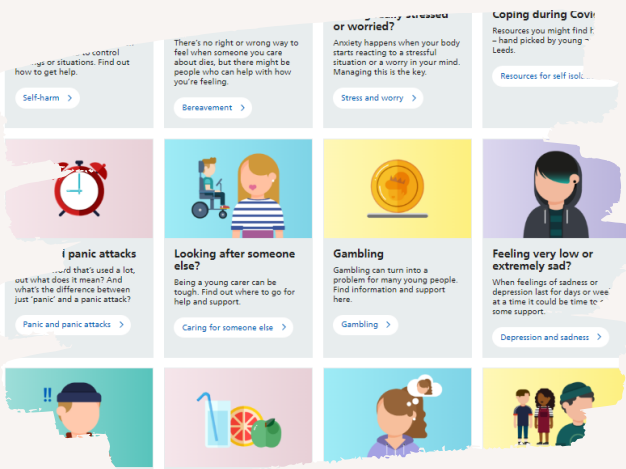


When to seek professional help

If your child is feeling unhappy and low for a prolonged period of time, it's time to seek more professional help. Any practitioner working with children and young people should know what to do. eg; a teacher or your GP. If the problem is more complex they may recommend further specialist services.

See the NHS website for information on [dealing with a mental health crisis or emergency](#).

You should contact your [local Children and Social Work Services](#) immediately if you're aware of a child or young person at serious risk of harm.



For more support on support your child on common issues, please go to:

<https://www.mindmate.org.uk/coping-common-issues/>



If you would like further information, support or guidance, please get in touch.

WORKING WITH FAMILIES



Early help is the term used in Leeds to describe our approach on a whole range of individual social, health and educational issues when providing support to children, young people and their families as soon as problems emerge, or re-emerge.

Families should be enabled and supported to have the right conversations, with the right people and at the right time about their needs or concerns, so that statutory interventions can be avoided where this is appropriate.

Early help is voluntary and consent from children, young people and their families to work with them should always be sought.

Intervening as early as possible, regardless of the age of the child or young person, can positively improve their outcomes.

Early help is a collaborative approach not a provision and relies on local agencies working together effectively with families to identify who needs help and then to meet their varied needs. Early help can be provided through a single agency or a multi-agency response as appropriate to the needs of the child and family and the concern.

Leeds early help approach:

- Early in the life of the problem - whatever the age of the child or young person.
- Early to respond when problems emerge, or re-emerge.
- Help to prevent concerns getting worse and avoid the need for statutory intervention.
- Support in school, home and community through a graduated approach.

TALK TO US

If you would like more information or would like the school to assist you with an Early Help referral, please get in touch.