



Welcome to Year 3/4 Meeting

9th September 2025

5:00 p.m.



www.westernps.co.uk



Special Educational Needs and Inclusion

Some children and young people need something additional to or different from what is provided for all children in school; this is special educational provision.

More information about our approach to supporting our children and families can be found on the SEND pages of our school website:

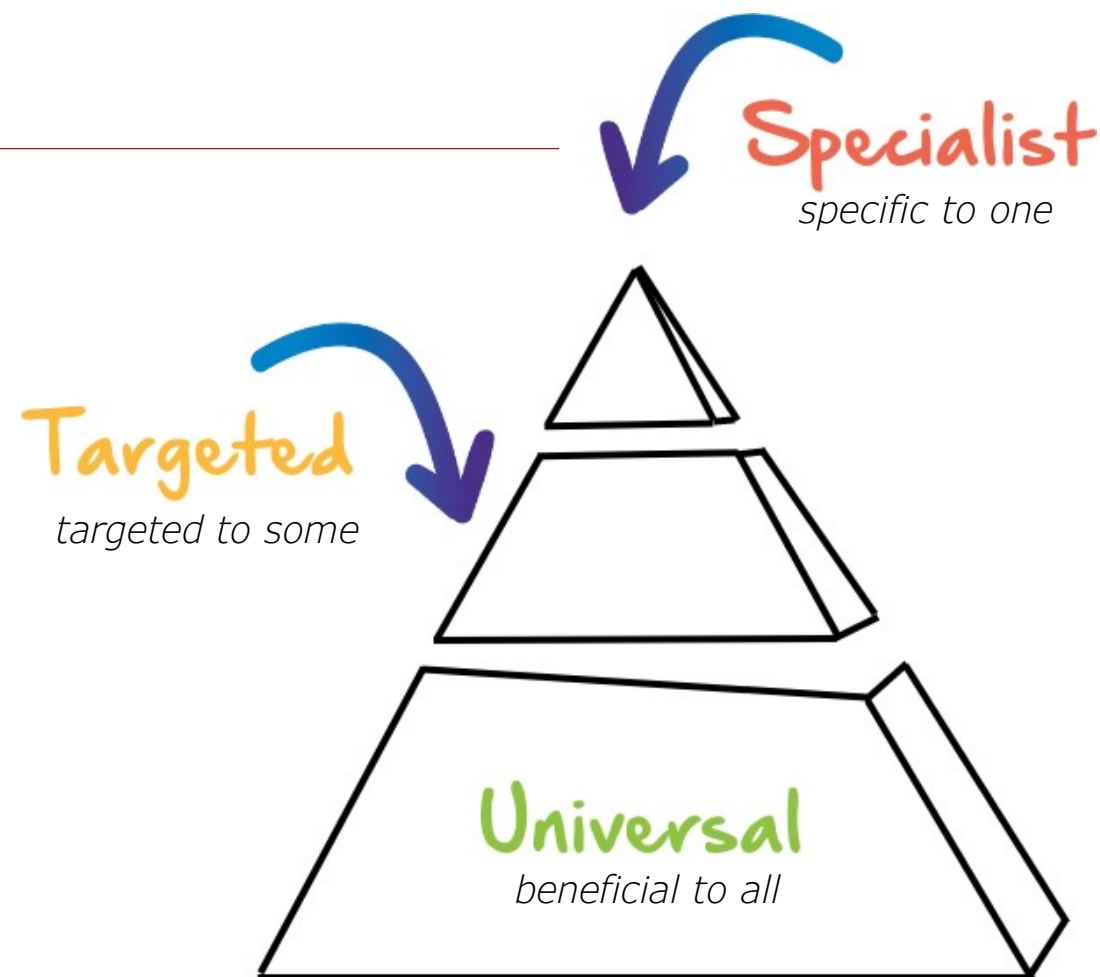
- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Ben Fraser-Smith
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Inclusion Lead and
SENDCO
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Special Educational Provision



Universal



Targeted



Specialist



SEND School Support – Graduated Response Road Map

Step 1: Initial Concerns.

Concerns are raised in relation to a pupil's progress or needs. It has been recognised that something additional or different to our core offer may be needed.

Teacher and parents/carers meet to complete the **Initial Support Plan**. The SENDCO will be made aware of these early concerns.

The class teacher makes adaptations to existing Quality First Teaching strategies and reviews their impact after 6 weeks.

Has the pupil made satisfactory progress through adaptations to Quality First Teaching?

NO: Step 2: Dedicated Support

If sufficient progress is still not being made, the teacher, with support from the SENDCO, will write a **Dedicated Support Plan** and share this with parents/carers. Targeted strategies will then be put in place (including support from external agencies, if appropriate). The pupil will be added to the school's SEND register so that additional monitoring can take place.

Yes: Continue to monitor and apply adaptations to Quality First Teaching strategies.

Parents/carers will be invited by the class teacher to a termly review of this support. This model follows the 'Assess, Plan, Do, Review' process.

Has the pupil made satisfactory progress through targeted Dedicated Support?

NO: Step 3: Complex Support

If a pupil is not making sufficient progress, then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If the school feels there is evidence that the needs of the pupil are greater than Step 2, then the school can apply for an **Education and Health Care Plan (EHCP)** on behalf of the pupil. This process takes at least 20 weeks to be implemented.

Yes: Carry on with Dedicated Support.

Monitor the pupil's progress through the Interim and Annual Review process.

Is the pupil making progress through an EHCP?

NO: Step 4: Specialist Support

If a pupil is not accessing their school environment with EHCP support in place, then consideration may be given to alternative provision. This applies to exceptional cases where a mainstream setting cannot meet the specific needs of a pupil.

Yes: Continue with the EHCP.



Universal
beneficial to all

There are six key components to the Western Curriculum

Curriculum Drivers
Technology, Natural World, Diversity, Health and Well-being.

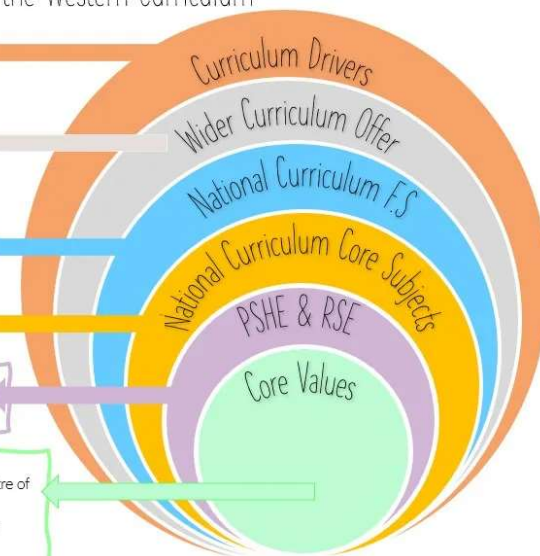
Wider Curriculum
Spiritual, Social, Moral and Cultural experiences, Personal Development, Western's 10X.

The National Curriculum Foundation Subjects
Teaching of the foundation subjects has been designed with our locality in mind. Careful thought has been put into which content is taught at what time in order to help children to develop knowledge and skills in a progressive manner with the aim of promoting greater understanding and retention.

The National Curriculum Core Subjects
Reading, writing and maths are taught systematically from the very start; knowledge and skills learned in these subjects are applied across all other subjects.

PSHE and RSE
Personal and social development, relationships and health education, safeguarding, SMSC, British Values and Internet Safety.

Core Values and Characteristics
Our Core Values of Kindness, Honesty and Respect and British Values are at the centre of everything we do.
We want our children to develop our Characteristics of Effective Learning: Resilience, Collaboration, Ambition, Resourcefulness, Curiosity and Reflection.



**Western
Primary School**
CREATING SUCCESS STORIES

The Quiet Room

The Retreat

The Junction

Signposting you to SUCCESS through ...

**School & Learning
Support**

Emotional Wellbeing

**Friendship Guidance &
Restorative Approaches**

Staying Safe

Home-School Links



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beneficial to all



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Family Support

Our Family Support Worker can provide support, advice and information to families and to listen to any concerns you may have about your child's education, behaviour or wellbeing.

Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families experiencing change, such as family breakdown/separation and divorce/ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Advising on the process for secondary school/benefits/housing applications
- Support with school attendance and lateness issues



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Sophy Bland
Family Support Worker
blands@wes.rklit.co.uk

Working pattern: Monday-Thursday
(term time only)

www.westernps.co.uk



Targeted

targeted to some

Our Learning Support Team work alongside classroom staff to provide additional and different methods, resources and activities to help support children with their specific learning needs.



Our Emotion & Wellbeing Team are trained and access appropriate supervision to deliver a range of targeted interventions.





Specialist

specific to one



We work alongside external agencies to deliver more specialist care in school.



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Specialist

specific to one

Education, Health and Care Plan



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Special Educational Needs and Inclusion

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You may also find these documents helpful (available online):

- Graduated Response Road Map
- SEND Policy
- SEND Information Report



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TEACHERS IN YEARS 3 & 4



Mrs Coatesworth



Mr Longley



Miss Taylor



Miss Riddle



Mrs Collett



SUPPORT STAFF IN YEARS 3 & 4



Mrs Edwards
HLTA



Mrs McIlhinney
HLTA



Mrs Osbourne
HLTA



Miss Duke
TA



Mrs Anderson
TA



Mrs Vardy
HLTA/LSA



Mr Roslin
LSA



Miss Mogg
LSA



Miss O'Connor
LSA



Miss Craggs
LSA



Miss Clemitson
LSA



PPA Staff



Miss Kelly



Mrs Edwards



Mrs Reilly



Mrs Osbourne

On a Thursday afternoon, the staff above alternate between the classes on a half termly basis to teach French and Religion/World Views. This is the time when the teachers have their planning, preparation and assessment time.



School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Characteristics of an Effective Learner

- Ambitious
- Collaborative
 - Curious
 - Reflective
 - Resilient
- Resourceful





Safeguarding culture at Western

- The safety and wellbeing of our pupils is always the number one priority for everyone working at Western. *There is a whole school approach to safeguarding which underpins all aspects of school life.*

Staff take part in regular safeguarding training and our comprehensive Safeguarding policy is available for parents and carers on our website.

Safeguarding is **EVERYONE's** responsibility

Keeping children safe is our top priority. If you have a concern about the safety or well-being of any pupil in school, it is vital that you pass this information on. You can do this by phone or email, or you can speak to any member of staff, who will then pass this information on to our **Designated Safeguarding Lead (DSL)**, Mrs Bland or one of our **Safeguarding team**.

Mrs Slack Designated Safeguarding Lead (DSL) and our **Headteacher** has overall responsibility for Safeguarding policies and procedures.

Our Safeguarding team:



Mrs Bland
Family Support Worker
Designated
Safeguarding Lead
(DSL)



Mrs Slack
Headteacher
Designated Safeguarding
Lead (DSL)



Mrs Magill
Deputy Headteacher
Deputy Safeguarding
Lead (DDSL)



Miss Thompson
HLTA Hive Lead
Deputy Safeguarding
Lead (DDSL)



Western's Behaviour Policy



- Our school is a **safe** place for pupils and staff where we are kind, **respect** each other, and are **honest** when we make mistakes. We understand that **actions** have **consequences**, including opportunities for learning, reflection and forgiveness. We are **compassionate** towards each other and take the time to explore and understand the reasons behind different behaviours.
- Individual procedures to address physical incidents
- Anti-bullying policy

Statutory Testing – Times tables – Homework!

Times tables are very important. They help with mental arithmetic. This progression also helps with moving beyond using their fingers to work out answers, they'll be able to use their knowledge to quickly solve any multiplication questions. By memorising their times tables, children will also become more accustomed to using their head to visualise answers for questions. The children can use TT Rockstars or timestable.co.uk.

These are the year groups where the learning takes place. The sooner your child learns them all, the quicker they will be able to work out calculations in year 3 and year 4.

Year 2

2s 5s and 10s

Year 3

3s, 4s and 8s

Year 4

All the rest



Year 4 statutory test!

During June, a statutory test takes place for children **who** can access the test. This is done online. There are 25 questions and the children have six seconds to answer each question. We use the site timestables.co.uk to practise for this. **There is also a weekly times tables test.** We ask you to support your child in learning them.

www.westernps.co.uk



1:1 iPad



Distinguished School

Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

Innovation

Enrichment

Collaboration

Creativity

Accessibility

Empowerment

Engagement

Independence

1:1 iPad

The innovative use of Apple technology at Western has enabled us to:

- Increase motivation and engagement in learning
- Inspire curiosity and creativity throughout the curriculum
- Significantly reduce teacher workload
- Significantly reduce our use of paper
- Further engage parents and carers in the children's learning
- Explore innovative ways of approaching learning
- Enhance collaboration
- Deliver a first-class home learning experience
- Improve engagement in writing, particularly for boys
- Provide equity of access to the digital world for all pupils



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View our story



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Governors at Western



Michelle Roberts
Chair



Hannah Wynn
Trust-appointed Governor (Vice-Chair)



Nicola Bostock-Hayes
Parent Governor



Stuart Hall
Trust-appointed Governor



Mrs Slack
Headteacher



Claire Edwards
Trust-appointed Governor



Claire Magill
Staff Governor





How to contact the Governors

Governor Contact details:

- Michelle Roberts (Chair) - **RobertsM@wes.rklt.co.uk**
- Hannah Wynn (Vice-Chair) - **WynnH@wes.rklt.co.uk**
- Claire Magill - **MagillC@wes.rklt.co.uk**
- Claire Edwards - **EdwardsC@wes.rklt.co.uk**
- Stuart Hall - **HallS@wes.rklt.co.uk**
- Nicola Bostock-Hayes - **Bostock-hayesN@trust.rklt.co.uk**
- Louise Eames - **EamesL@wes.rklt.co.uk**



Expectations in year 3/4

- All children are to wear the correct school uniform (please ensure it is labelled).
- No jewellery.
- iPads should come into school fully charged – your child's responsibility.
- Watches are allowed, provided they are not a Smartwatch with a camera.
- Late arrivals must sign in at the office.
- Collecting children on time after school.

P.E.Days

- Send a bobble in to tie back long hair on a P.E. day.
- Earrings must be covered with tape before school.
- Children must come to school in their P.E. kit on their P.E. day (Tues and Friday). Swimming will take place for blocks for each class.

Homework



Homework is set according to the topic we are working on. You will find this on Showbie. This is not compulsory, but any work added will be marked and house points will be given by the class teacher.

Spellings

There will be no spelling test; we will work on spellings in class with the children. They may go on Spelling Frame regularly at home to help support their learning.



Handwriting

Handwriting will be practised daily and the children will focus on consistently joined, neat handwriting. Some children will have a handwriting book sent home for extra practise.



Nelson
Handwriting



Reading – Y3/4



Children will be sent home with a reading book for pleasure. They are expected to read X3 a week with parents/family members. When you read with your child, please fill in the reading record book. Record the pages read and how you feel they did. Some children will be sent home with an extra book to challenge them (normally a classic).

Dreambox (Used to be Reading Plus)

The children will take an online assessment which places them at a level. As the children progress through the books, they move up levels. They also have to answer questions about what they are reading to help with their comprehension skills. This reading tool also records their words per minute. Over the years of using Dreambox, we have seen significant improvements to those children read using it regularly. The system also gives us a report on how often they are reading, what their words per minute are and their comprehension understanding out of 100. Please only support your children with this too. Do not do it for them as it will make the figures incorrect and they will have to start again. Click on the link for more information.

<https://go.dreambox.com/rs/715-ORW-647/images/Home-Learning-Guide-For-Families.pdf>





Trips and Visits



Trips and visitors are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance, particularly when there is an associated cost. We may require parent helpers but please be aware that you will require an up-to-date DBS check, which can be acquired through the school office.

Letters will be sent out in advance with the costings and further details. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may have to cancel the trip.



Year 4 Bewerley Park 2026 – Wed 27th April – Friday 29th May

Letters will be sent out in October advising of all details and costs. Some children may be nervous as it is their first trip away from home overnight. We do spend time showing the children where they will stay and reassure them of all worries. It is such a wonderful milestone and sense of achievement when they return. They love it!



Topics 25/26

Autumn 1	Yorkshire	
Autumn 2	Stone Age to Iron Age	
Spring 1	Rainforests	
Spring 2	Saxons and Vikings	
Summer 1	Planet Protectors	
Summer 2	Norman Conquest	



Communication

Teachers will use email as the main form of communication.

Should you need to make contact please use the following email addresses:

coateswortha@wes.rklt.co.uk

longleys@wes.rklt.co.uk

riddles@wes.rklt.co.uk

taylorh@wes.rklt.co.uk



www.westernps.co.uk



Please don't hesitate to contact us if you have any questions.