



**Gatehouse Primary School and  
Nursery Handbook 2015/16**

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# **1. Letter from the Head of Education**



Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Gillian Brydson

Head of Education

## **2. Education Services Aims**

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

## **3. Welcome from the Head teacher**

Dear Parent / Carer,

Welcome to our school from all at Gatehouse Primary

The purpose of this handbook is to provide you with all the key information you will need as your child starts at the school. If you have any queries about the content of the handbook, or any questions that the handbook does not answer, please do not hesitate to get in touch.

We look forward to a long and happy partnership with you, working together to ensure that all the children at the school can realise their full potential.

Yours truly,

John Riley (Headteacher)

# 4. The School Aims & Values



## **5. The School's Ethos:**

We aim to be a happy, hardworking school where all children can achieve their best.

## **6. School Information**

### **6.1 School Roll:**

Nursery 17 pupils

P1 – P7 – 115 pupils



### **6.2 Staff Organisation**

Head Teacher:

Mr. J. Riley

#### Teaching Staff:

Nursery teacher:

Mrs. J. Irving

P1/2:

Mrs. M. McClymont

P2/3:

Miss S. Duka

P3/4:

Mr J Cruickshanks

P5/6:

Mrs. C. Clark & Miss. R. Grimshaw

P6/7:

Miss L. Brown

Learning Support:

Ms V. Paterson

Nursery Nurse:

Mrs K. Denholm & Mrs C. Tighe

School Secretary:

Mrs. M. Brown

Classroom Assistant (General):

Mrs J. Middleton

Classroom Assistant (Support for Learning):

Mrs S. Ritchie

#### Expressive Arts Specialists:

P.E.:

Mrs. L. Hutchison

Music:

Mrs. K. Picken

Art:

Ms. J. Gallant

School Education Support Officer:

Mrs. L. Waugh

### Auxiliary Staff:

|                                    |                   |
|------------------------------------|-------------------|
| Janitor and playground supervisor: | Mrs. H. McQuarrie |
| Catering:                          | Mrs. D. Agnew     |
|                                    | Mrs. A. Crawford  |
| Cleaning:                          | Mrs. C. Robson    |
|                                    | Mrs W. Moffat     |
|                                    | Mrs C. Harvey     |
| School Transport:                  | Mr L. Hunter      |
|                                    | Mrs C. McLeod     |

## **6.3 Terms and Holidays**

### **Term 2**

First day - Monday 26 October  
St Andrew's Day holiday - Monday 30 November  
Last day - Tuesday 22 December

### **Term 3**

First day - Wednesday 6 January 2016  
Mid-term holiday - Wednesday 17 to Friday 19 February 2016  
Last day - Thursday 24 March 2016

### **Term 4**

First day - Monday 11 April 2016  
May Day holiday - Monday 2 May 2016  
Teacher training - Friday 3 June 2016  
Last day - Friday 1 July 2016

## **7. Contact us**

### **Gatehouse Primary School**

Gatehouse of Fleet

Castle Douglas DG7

Tel: 01557 814262

E mail: [gw08officegatehouse@ea.dumgal.sch.uk](mailto:gw08officegatehouse@ea.dumgal.sch.uk)

Website: [www.gatehouse.dumgal.sch.uk](http://www.gatehouse.dumgal.sch.uk)



Gatehouse is an open and welcoming school. Parents are always welcome to come in and see us if they have any concerns, or good ideas, or simply want to ask a question. You can contact the school either through phoning, e-mailing or through the school website. Alternatively you can come into school any time to arrange an appointment. On alternate Wednesday nights the Head teacher is available until 6:00pm (subject to there being no other meetings elsewhere) for any parent who would like to drop in for a talk.

## **7.1 Complaints:**

If you have any complaints please get in contact with the Head teacher. If for any reason this is not appropriate, or you feel that your complaint has not been dealt with satisfactorily, details of the council complaints procedure are printed below.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/index.aspx?articleid=9246>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteacher as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

## **8. How the School Works**

### **8.1 Enrolment:**

1. Parents should enrol children at their local catchment school.
2. Proof of address and birth certificate are required to be shown

Enrolling in Nursery

Children become eligible for pre-school education the term following the child's 3<sup>rd</sup> birthday. Children are entitled to receive up to five pre-school sessions per week (a session lasting 2.5 hours).

### **8.2 The School Day:**

Nursery:

8.45 – 11:55am – Morning Session  
12:15 – 3:25pm – Afternoon session

Primary School:

9:00am: Begin school  
10.30 – 10.45: Morning interval (Mon, Weds & Fri)  
11.00 – 11.15: Morning interval (Tues)  
10.50 – 11.05 (Thurs)  
12:15 – 1:00: Lunchtime  
3:00pm – End of school day

## 8.3 School Uniform:

All children in school are encouraged to wear school uniform.

Uniform is as follows:

- White / blue / or grey shirt / blouse
- Black, dark blue or grey school trousers / shorts/ skirt
- Navy blue school sweatshirt or navy blue / grey v necked sweater or cardigan
- Black school shoes wherever possible



For P.E. the children will need:

- Gym shoes
- Plain t-shirts
- Shorts

School uniforms are available from Mug Shots in Kirkcudbright.

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code.

Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours).
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain classes
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on

<http://www.dumgal.gov.uk/index.aspx?articleid=2235>

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Head teacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a head teacher could justify the use of the school disciplinary procedures.

## 8.4 School Meals:

For the past 8 years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both "Hungry for Success" and "The Schools (Health Promotion and Nutrition) (Scotland) Act 2007" which:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures local authorities promote the uptake and benefits of school meals and, in particular, free school meals

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Councils current uptake of school meals is at a six year high, we would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 33 33 3000 and ask for DGFirst, Facilities Management (catering)

Our school meals are cooked on the premises. Meals cost £1:75 and can be paid for daily, weekly, monthly or termly.

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1-3 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or

<http://www.dumgal.gov.uk/index.aspx?articleid=2233>

## 8.5 School Transport

Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16) <http://www.dumgal.gov.uk/index.aspx?articleid=1487>

## 8.6 Class Organisation:

Currently the school has five classes; P1/2, P2/3, P3/4, P5/6, P6/7

The maximum number for pupils in a composite class is 25.

Composite classes are arranged as per Local Authority policy.

## 8.7 Playground Supervision:



Children are supervised on the playground from 8:45. The playground supervisor is present at every break.

## 8.8 Positive behaviour and Celebrating Success:

The school has five simple rules for all the children to follow:

- Treat others as you would like to be treated – keep your hands and feet to yourself
- Be respectful- be kind and polite with your words
- Take care of property
- Try your best and work hard
- Listen and do as you are asked the first time

Children are encouraged to follow the school rules through praise and the use of house points.

Parents of children who consistently fail to follow the rules will be informed and asked to help the school reinforce the importance of appropriate behaviour.

The weekly assembly includes an opportunity to celebrate success both at home and at school. An achievement tree displays the children's photographs together with their achievements in and out of school.



# **9 The Curriculum**

## **9.1 Curriculum for Excellence**

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

## **9.2 Subject Information:**

### 1. Literacy and English

Confidence and competence in literacy are essential for progress in all areas of the curriculum. The school therefore takes every opportunity to develop the children's reading, writing and talking and listening skills.

Jolly phonics are used in Primary 1 to teach the children their sounds. Jolly Phonics readers and Ginn 360 are the reading schemes used. There are a wide range of novels to read as the children become more competent.

The children will begin writing from personal experience and with simple sentences in Primary 1, to writing a range of different texts, with increasingly complex sentences and punctuation, by P7.

## 2. Modern Languages

The children are taught French in P6 & P7

## 3. Maths & Numeracy:

It is the aim of the school to develop confidence and competence in number. The following will give a brief idea of the progression of work in number across the school.

In P1 the children work with numbers to 10, including recognition, formation addition and subtraction facts.

In P2 the children work with numbers to 100. An introduction to times tables through counting in 2s, 3s, 4s & 5s. Work with addition subtraction and begin to work with division and multiplication. Halves and quarters.

In P3 the children work with numbers to 1000. The children will learn their 2,3,4,5 & 10 times table. They will continue to work with addition and subtraction and extend their understanding of multiplication and division. Finding halves and quarters of amounts. Finding  $\frac{3}{4}$ s of an amount.

In P4 the children work with numbers to 10 000 and work with all their times tables to 10. Work with addition subtraction division and multiplication. Finding  $\frac{1}{6}$   $\frac{1}{3}$   $\frac{1}{10}$  of amounts

In P5 the children work with numbers to 100 000. They continue to work with all their times tables. Work with addition subtraction division and multiplication. Writing and ordering decimals, finding fractions of simple amounts.

In P6 & 7 the children work with numbers to 100s of millions and continue to work with all the times tables. Work with addition subtraction division and multiplication. Finding more complex fractions of amounts. Multiplying decimals. Finding % of amounts

The ability to work with numbers mentally is given a high priority across the school. As is the ability to apply their knowledge and skills in problem solving activities.

As well as the above work on number the children will regularly work on shape, data handling and measurement.

## 4. Health and Wellbeing:

Through the promotion and teaching of health and well being the school will aim to provide opportunities for the children to:

- Develop their self awareness and respect for others
- Experience personal achievement and build their resilience and confidence
- Develop their physical, mental and spiritual well being and social skills
- Understand how diet and exercise affect physical and mental well being
- Experience a wide range of physical activities.

## 5. Expressive Arts (art, music, dance, drama)

The expressive arts play a vital role in enabling the children to enhance their creative talent and to develop their artistic skills. The opportunity to perform for others can significantly boost confidence and self belief.

Through the teaching of expressive arts the school aims to enable the children to:

- Experience the inspiration and power of the arts
- Recognise and nurture their creative talents
- Deepen their understanding of culture in Scotland and the wider world.

## 6. Religious and Moral Education

Through the teaching of RME the school allows the children to explore the world's major religions and other non religious philosophies. An understanding and respect for the diversity of the world's people is an important aspect of the teaching of RME

## 7. Sciences

The school aims to develop curiosity and understanding of the world around them through the teaching of science. The teaching will aim to provide a secure understanding of scientific method through inquiry and investigation of a variety of scientific subjects.

## 8. Technology

The children at Gatehouse use computers and other technologies across the curriculum. Computers and interactive whiteboards are in every class. A class set of net books allows all children access to computers to enable research etc.

The school aims to give the children the confidence and skills to embrace and use technologies now and in the future.

## **10. The Wider Curriculum:**

### **10.1 Extra Curricular Activities:**

Over the year the children can participate in a range of extra curricular activities including: football, netball, cricket and dance. Each Friday afternoon the children can choose from a wide variety of extra curricular activities including: yoga, knitting, sewing, photography, outdoor education and swimming.



### **10.2 Pupil Groups:**

**The Pupil Council:** Pupils from across the school sit on the pupil council (2 from each class). The council meet to discuss school issues and organise activities such as fund raising for charity

All pupils from P3 to P7 belong to one of the three following groups:

**The Community & Fundraising Group:** Aim to involve the school in the life of the wider community.

**The Health and Wellbeing Group:** Aim to encourage a healthy curriculum across the school

**The Eco Group:** Aim to ensure the school does all it can to be environmentally responsible



# **11 Home School Partnerships:**

## **11.1 The Parent Council:**

All parents are very welcome to attend the Parent Council meetings. Minutes from the meetings are displayed on the school website and in the school notice board at the school entrance.

Chair: Nicki Ward

Vice Chair: Mr Alderslowe

Treasurer: Mrs Carson

Members: Mrs Hannay, Miss Duka (Teacher) Ms Slattery & Mrs Thom.

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

## **11.2 Communicating with Home:**

The school uses a variety of methods to communicate with parents and carers including:

- Text messages and phone calls
- A monthly newsletter
- Updates on school website
- Letters

- Twice yearly parents meetings
- An end of year report
- Open afternoons



### 11.3 Attendance

It is your responsibility as parents to ensure that your child/children attends school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer. If possible please try to make dental/medical appointments out with school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

#### Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information I would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

#### Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Head teacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.



## 11.4 Homework:

The children are given regular homework from P1 to P7. Children are usually given several days to complete homework tasks. Parents can help by ensuring that the homework is done to the best of the child's ability. If there is any problem with homework please let your child's teacher know, either through the home / school diary, or through coming in to see us.

## 11.5 How is my child doing?

Children's work is assessed as part of the teaching process by the teachers and the children. Each child has a personal learning plan. The PLP:

- Keeps parents informed of what and how their child is learning
- Allows the child to regularly reflect upon their learning
- Forms a record of assessed pieces of work to demonstrate progress

National standardised assessments known as PIPs and INCAs are carried out once a year for all children.

Wider achievements are recognised in our assemblies and through inclusion on the 'achievement wall'.

Parents are always welcome to discuss their child's progress with the school. However, there are two formal parent meetings one in November and one in June. A detailed report is written for each child at the end of the school year detailing their progress across all areas of the curriculum and outlining next steps. This report is given out before the final parent meeting.

## 11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and

support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.  
There is a Guidance note for parents on profiling which is available from your school.

## 11.7 Helping your Child

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at [key transitions](#) – talk about the change together.
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

## 11.8 Helping the School

Parents are very welcome to come into school and help out. If you have any skills you'd like to share with the children or would like to help out in other ways please get in touch. In some cases it might be necessary to undertake a police check (this is only the case if you are left alone with the children) the costs for this are paid for by the school.

## 11.9 Useful Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .

# **12. Support for All**

## **12.1 Pupil Support**

We want all our pupils to achieve their best at the school. With this in mind we work with a range of other professionals to ensure the children can so as well as possible. Agencies such as Occupational Therapy, Speech and Language therapists and behaviour support can all be called on if there is a need. Any referrals to these agencies only take place after consultation and agreement with parents and pupils.

## **12.2 Additional Support for Learning**

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning ( Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review.

What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers

( Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc. ) . As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate , your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/index.aspx?articleid=10757> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

The learning support teacher and assistant provide extra input for children in the school. This may take the form of extra help in an area the child might be finding difficult, or extension activities for children who are particularly strong in a given subject. It is not unusual for children to have input from the learning support team.

In some cases IEPs (individual education programmes) are written for children. These are written following consultation with teachers, parents and pupils and are reviewed at the end of each term

## 12.3 Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families.

GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 your child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop. The named person is Mr J. Riley.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk).

## 12.4 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website.

The head teacher, John Riley, is responsible for child protection across the school.

## 12.5 Anti- Bullying

Bullying behaviour is not accepted in the school. If you have any concerns that your child may be being bullied contact the school immediately. Action will be taken to end the bullying behaviour as soon as possible. Parents of all those concerned will be kept informed of progress.

## **12.6 Educational Psychology Service**

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

## **12.7 Home School Link Worker Service**

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Headteacher can ask for this support on a parent's/carer's behalf.

# **13. Moving to Secondary School**

## **13.1 Catchment Secondary School**

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Kirkcudbright Academy. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>. Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.



## **13.2 Transition Activities**

The Kirkcudbright Academy Cluster has a well organised transition programme to ensure the smoothest possible transition from primary to secondary school

Throughout the year the pupils attend sessions at the academy for science and P.E. lessons. A transition theme, for example the Olympics, is also organised every year culminating in a theme night allowing all children and parents to come together to celebrate their work.

An enhanced transition process for those children needing extra input is arranged between the Primary School and Academy following close consultation with parents and the child involved.

## **14. School Improvements**

### **14.1 Improvement plan and priorities**

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.

## **15. Health and Safety**

### **15.1 Emergency Arrangements**

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

We will request such information at the beginning of each new school year. Please update this as necessary

## 15.2 Severe Weather and School Closure Arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

## 15.3 Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within The Nursery and School Policy on Health Care Procedures Sept 2012 which is available from the school or on the Council website.

### Illness and Absence

If your child is ill or will be absent for another reason, please phone the school office to let us know. This phone call is only necessary on the first day of absence. **It is important that you inform us when your child will not be attending nursery.** The school follow the Children Missing in Education Procedures for nursery aged children which states "...not attending school or ELCC means all of these children have wellbeing needs around inclusion and achievement." **This means that if your child is absent and the school have not heard from you over a three day period child protection procedures will be triggered.**

If your child has any of the following illnesses, please observe the recommended period of absence from Nursery as outlined in the table below:

| Illness                        | Recommended period of absence  |
|--------------------------------|--|
| Scarlet Fever                  | Until clinical recovery  |
| Measles                        | Until 7 days after appearance of rash                                    |
| Whooping cough                 | Until 21 days after onset of cough                                       |
| Chicken Pox                    | Until 6 days after onset of rash   |
| German measles                 | Until 4 days after onset of rash   |
| Mumps                          | Until swelling has subsided<br>(a minimum of 7 days following diagnosis) |
| Impetigo, ringworm and scabies | Can attend school if receiving<br>medical treatment                      |
| Sickness and diarrhoea         | 48 hours after last episode  |

### Administration of Medicine

Staff will not administer medication unless it has been prescribed and you have filled in a 'Permission for Medication to be Administered' form (available from the nursery and school office).

## **15.4 Data Protection**

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required.

Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

Your school will also ask for your consent to take and use images of your child during the course of the school year. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

All schools in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise. This information may also be shared with other agencies, such as Social Work, if schools are asked for it. This allows all agencies who come into contact with children to make the best decisions for each individual child and to make sure they get the help they need when they need it.

If the school feels that any child may benefit from assessment or support from another agency and do not have child protection concerns they will always talk to parents or carers about this first.

## **15.5 Images of Pupils**

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

## **15.6 Use of the Internet**

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.