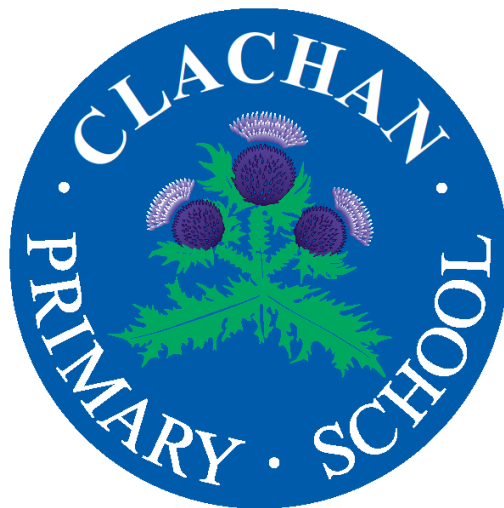




**ARGYLL AND BUTE COUNCIL**  
**Community Services: Education**

**Clachan Primary School**  
**Handbook**  
**Academic Session 2015/2016**



**This document is available in alternative formats, on request.  
(Please contact the Head teacher)**

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# GENERAL SCHOOL INFORMATION

## Contact Details

Laurene McIntosh (Head Teacher)  
Clachan Primary School  
Clachan  
Tarbert  
Argyll  
PA296XL

01880 740258

[enquiries@clachan.argyll-bute.sch.uk](mailto:enquiries@clachan.argyll-bute.sch.uk)

## School Roll and Stages

Present Roll: 7 pupils  
Class Stages: P1 – P7  
Pupils of all denominations are welcome.  
At present there is no Gaelic medium unit.

## School Staff

Head Teacher	Laurene McIntosh
Principal Teacher	Lucy Blake
Class Teacher	Susan Connor
Class Teacher	Amanda Hart
PE Teacher	Alison Floyd
Active Schools Coordinator	Frances Hardie
ASN Assistant	Mary Morrison
ASN Assistant	Mike Stanesby
Clerical	Jane McCallum
Classroom Assistant	Jane McCallum
Catering Manager	Jasmine Cupples
Janitor	Patrick Doyle

## School Day

Opening time            0915  
Morning Interval       1045 – 1100  
Lunch Break            1215 – 1300  
Dismissal                1515  
Details of school holidays can be found on page 31.

## **Early Learning and Childcare Provision for Pupils aged 3-4 years**

As a result of the Children and Young People Bill, there was an increase to 600 hours of early learning and childcare provision for all three and four year olds and looked after two year olds as of August 2014. The move to 600 hours means that all children are now entitled to an additional 125 hours per year of funded early learning and childcare provision.

The vision was to bring together early learning and childcare through an increase in funded hours. By a more integrated approach, it is hoped that the increase in early learning experiences for our children will allow for the needs of children and families to be better met.

Please see [www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education](http://www.argyll-bute.gov.uk/education-and-learning/childcare-and-pre-school-education) for information.

## **Visits of Prospective Parents/Carers**

An advertisement, “registration of infant beginners in primary school” will appear in the press at some time in January each year advising parents when to take their children to the appropriate local primary school to register them for education.

A broad sheet providing information for parents on enrolment of children in schools, including details of placing request procedure, may be had from this school, any other school or the divisional education office.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school) for further information.

## **School Uniform**

The Education Committee recommended at its meeting of 21 August 1997 that - ‘the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools’. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Clachan Primary School, the suggested uniform is as follows:

BOYS: White polo shirt, school sweatshirt, black trousers

GIRLS: White polo shirt, school sweatshirt, black skirt/trousers

PE KIT:

T-shirt and gym shoes in a bag with pupil’s name

Indoor shoes are required and stored in the school cloakroom.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

### **School Clothing Grants**

Parents or carers who have a child under 16 attending an Argyll & Bute school and receive any of the following qualify for a School Clothing Grant of £50 per child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Working Tax Credit, where household income is less than £16,010
- Council Tax Rebate
- Housing Benefit
- Child Tax Credit and/or Working Tax Credit, where household income is less than £6,420

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged). However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant](http://www.argyll-bute.gov.uk/education-and-learning/school-clothing-grant) for more information on School Clothing Grants.

## **Parental Concerns**

All enquiries and concerns received from parents are taken very seriously. If you have any concerns regarding your child's time in school, it is important that these are initially raised with the class teacher. If you feel like appropriate action has not been taken, then the Head Teacher should be contacted.

## **Pupil Absence Procedures**

If your child is unwell and will not be attending school, it is important that you contact the school before 9:30am. You should inform the school why your child is not attending school and should keep regular contact with them regarding your child's illness.

### Pre-School Attendance

On accepting a pre-school place for your child you are agreeing that they will attend for up to 5 x 2.5 hour sessions per week. Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs to of the individual child.

### School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

#### Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

### Contact Details

- Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

### **The Complaints Procedure**

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.



## **PARENTAL INVOLVEMENT**

At Clachan Primary School we welcome parental involvement in school. We feel that it is important to have good communication between school and parents and invite you to come to school to view your child's learning. If you would like information regarding how to support your child at home, our teachers are more than happy to meet with you on an individual basis to discuss this.

### **Becoming Involved in School**

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

### **Opportunities for Parental Involvement**

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Nordic Walking
- Paired Reading
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- Celebrating Success
- Open Afternoons
- Eco School activities

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Maintenance of garden and allotment
- After School Swimming Club
- Evening classes

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

## Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Parent Council Chairperson, Owen Paisley.

[owen.paisley@btopenworld.com](mailto:owen.paisley@btopenworld.com)

## **SCHOOL ETHOS**

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

We encourage our pupils to consider the needs of others by participating in fund raising ventures such as the World's biggest Coffee Morning for MacMillan Cancer Support, and a Skipathon (to raise funds for the British Heart Foundation). We support Readathon each year by hosting an evening of shared reading, during which members of the community, parents and pupils read a section from their favourite book and celebrate with a midnight feast.

### **School and Community Links**

Throughout the school year we ensure that there are many opportunities to share our learning experiences with the community.

Each week we host a Shared Lunch, whereby our church elders invite two guests to accompany them to school and share lunch with the pupils and staff. This has proved to be extremely enjoyable and our guests have been kind enough to provide us with written comments to assist us in the monitoring process.

We regularly hold Open Afternoons for all stakeholders to join in celebrating the pupils' successes throughout each term. Recent Open Afternoons have included a presentation of pupils skills in Gaelic, a Land of Me journey and a chance for P4-7 to demonstrate their investigation into a local explorer.

We host a weekly shared learning day with Skipness Primary. This enables the pupils to learn cooperatively, build skills in positive behaviour and social interaction and share learning experiences in PE, Health and Wellbeing, Music and Drama.

The school runs three evening classes, enabling community members of all ages to participate in further learning experiences in Beekeeping and Sewing. New members are very welcome to attend and can do so by telephoning the school.

Our focus on Eco work at Clachan Primary has enabled us to work in collaboration with Eco Schools Scotland and other schools in Argyll and Bute. The renewal of our fourth Green Flag has provided us with many opportunities to promote good relationships between our pupils and those from other schools. We believe that our Eco activities

motivate pupils, fostering an appreciation of the world around us and enabling pupils to become actively involved in Eco issues.

### **Promoting Positive Behaviour**

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

In Clachan Primary School, we have a “Golden Book”. This is used to record random acts on kindness demonstrated in the school. Both staff and children can be nominated or do the nominating. The nominees are read out in Assembly each week and awarded a sticker, one of the nominees is then chosen for the Head Teacher’s award.

Our school rules are as follows:-

- Show respect to each other
- Show respect for your own and other people’s property
- Always show good manners
- Do your best in all activities
- Be responsible for your own work and behaviour

### **Celebrating Achievement**

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

Achievements are recorded in our Learning Journey folders, displayed on our achievements wall and reported regularly in the local press. During our weekly shared learning day we hold an assembly to celebrate individual successes.

### **Wider-Curricular Activities**

After School Swimming Club is organised and supervised by the Parent Council with trips to the swimming pool on a fortnightly basis.

Active School Sports Club is led by our Active Schools Co-ordinator. There are weekly evening classes in beekeeping.

### **Pupil Council**

We encourage pupils to become fully involved in the life of their school by holding weekly Pupil Voice meetings. These are organised by the pupils themselves. Pupils keep a weekly agenda of topics/situations they wish to discuss. Pupils take turns to chair the meeting and keep minutes. The agenda book and record of minutes are displayed in the school vestibule. Pupils are also responsible for creating the Eco Action Plan. Eco meetings are held once a term. The visual Action Plan is displayed to inform all stakeholders of the school’s progress.

## **CURRICULUM FOR EXCELLENCE (CfE)**

The teaching staff work alongside the children in order to cater the learning to their own individual needs. Children are involved in the initial planning of their IDL (Inter-disciplinary Learning), choosing their own learning intentions and helping to identify their success criteria. Regarding Literacy and Numeracy, the children are involved in identifying their next steps in order to further their learning as well as their success criteria in order to achieve these.

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy.
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

### **Learning Opportunities**

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

## **Curriculum Levels**

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – pre-school to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

## **Skills for Learning, Life and Work**

In all areas of learning the children are encouraged to identify the skills which they are using in order to achieve their learning intention. Discussion between the child and Class Teacher then takes place as to how these skills are transferrable and in what other areas they may use these for.

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

## **The Pupils' and Parents' Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at anytime through their child's homework diary.

## **The Curriculum at School, Local and National Level**

Further information regarding the school curriculum can be obtained from the Class Teacher or Head Teacher. Information regarding the curriculum within Argyll and Bute can be found on the Sharing Argyll Learning webpage, which displays up-to-date learning experiences within all primary and secondary schools, giving an insight into the many ways which learners can access the curriculum.

## **Careers Information Advice and Guidance**

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

## **Financial Guidance**

Details of financial advice are displayed in the school foyer.

## **Sexual Health and Relationships Education**

There are occasions when outside agencies may come to school to talk to your child about sexual health and relationships, in these cases, you will always be informed by letter. A permission slip will be attached and it is at your discretion whether your child will attend or not.

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

## **Drugs Education**

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Our Drugs Education Policy contains the following aims and objectives.

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become confident and responsible young people. We teach children about the dangers to health posed by drug-taking and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

We aim to

- Provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives.
- Provide a safe environment for young people to share their thoughts and ideas.
- Help children to become more confident so that they are able to make sensible and informed decisions about their lives.
- Let children know what they should do if they come across drugs, or are aware of other people misusing drugs.
- To ensure that children are taught about substance misuse in a consistent manner.

Further information can be obtained by contacting the Head Teacher or via [www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.



## ASSESSMENT

The children are continually assessed through teacher observation on a daily basis. There may be specific assessments planned for the children in order to fully assess their ability, however these will take place as and when a teacher thinks appropriate. Continual assessment will help to inform teachers and children of the next steps for their learning.

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

## **REPORTING**

Formal reporting of your child's progress will take place at the end of the school year in the form of a written report. The Class Teacher will meet on a regular basis with you throughout the school year to discuss your child's progress.

Reporting informs parents/carers of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, etc.

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels, their achievement in different contexts and settings, their next steps in learning and how parents/carers can help.

Additional to a report in P7 and S3 your child will create a 'profile', which is a statement that publicly recognises your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

## TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

### Starting Primary One

Children in Scotland who reach the age of five years between 1<sup>st</sup> March 2015 and 28<sup>th</sup> February 2016 should start school in August 2015. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

### Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Clachan Primary School is:

Tarbert Academy

Tarbert

PA29 6TE

Tel: 01880 820269

[enquiries@tarbert.argyll-bute.sch.uk](mailto:enquiries@tarbert.argyll-bute.sch.uk)

<http://www.tarbert.argyll-bute.sch.uk>

You will be contacted by letter and offered a place for your child at Tarbert Academy which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

### Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning

and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

### **Moving Between Schools**

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

### **Liaison with Local Schools**

Our school maintains close links with Tarbert Academy and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

### **Leaving School**

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

*Opportunities for All* is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20<sup>th</sup> birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

## **SUPPORT FOR PUPILS**

### **Support Arrangements for All Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

### **Identifying and Addressing Additional Support Needs**

In Argyll & Bute, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision. Getting it right for every child (GIRFEC) and young person is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Universal Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Universal Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

## **Staged Intervention**

### Stage 1- All Pupils

Stage 1 describes the everyday business of our schools. Pupils and parents/carers are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

### Stage 2

Assessment and review is still school-based but may involve networking within the universal services of Education and Health, i.e. Health Service, Psychological Services, etc. An Individualised Education Programme (IEP) is in place to manage and review both needs and support provided. An IEP is an education planning document managed by schools setting out long and short term educational targets. Parents/carers, and where appropriate, pupils, are involved in review each term.

### Stage 3

Where a pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a Stage 3 Child's Planning Meeting is held. The meeting may consider the need for a Coordinated Support Plan (CSP). A CSP is an educational planning tool which plans long term and strategically for a year at a time. A CSP is established by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil and co-ordination is required.

### Stage 4

Decision-making and resource allocation may lead to significant additional resources or alternative packages of care/education through extended support for pupils.

### Stage 5

Exceptional resources may be necessary, such as education or care provision outwith Argyll & Bute.

## **Further Information about Additional Support Needs**

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with the child's class teacher. Please contact the school office to arrange an appointment.

Clachan Primary School works collaboratively with the Area Principal Teacher of Pupil Support, Educational Psychologist and other external agencies to ensure that every pupil has access to the curriculum.

This school values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head Teacher.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ◆ Independent Mediation Services  
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ◆ Independent Advocacy  
*Take Note* is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk).
- ◆ Free Dispute Resolution  
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Ann Marie Knowles, Head of Education, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [annmarie.knowles@argyll-bute.gov.uk](mailto:annmarie.knowles@argyll-bute.gov.uk)
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)  
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk>.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>



# SCHOOL IMPROVEMENT

## Main Achievements

The following areas highlight our achievements during the past 12 months

- Opportunities for active learning have been increased in numeracy and literacy.
- Weekly Shared Learning experiences have impacted on pupils' social skills, during Term two this increased to two days a week, with the introduction of beach schools.
- Two hour long sessions of PE were included weekly, which impacted on the children's physical fitness
- Renewal of our fifth Eco Flag
- We have engaged families and members of the wider community through a wide variety of initiatives and trips
- I-pads have been introduced to the school
- School website has been updated to provide more insight into what happens in school
- Sessions have been arranged with local schools to improve transition from P4 onwards

## Improving Standards

The school has improved standards for pupils in relation to literacy, numeracy and health and well-being by

- Improving the planning and tracking and monitoring in these three curricular areas.
- Further resourcing these areas of the curriculum
- Providing staff training in the use of technology
- Renewing our Health and Wellbeing programme of study
- Continuing with paired readers to ensure the pace of reading improves

## School Improvement Plan

Future improvements in Clachan Primary School's performance include

- To further improve the pace of reading, through phonics being used throughout the school
- To increase the provision of I-pads and ICT to all children
- To use ICT on a daily basis in most subject areas
- To have children create their own websites to record their own learning in class
- To provide more opportunities for challenge in numeracy
- To create and implement a revised programme of study in science

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### Snack Provision

A healthy snack is available for the children. This is charged at 10p per day.

### School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required. In addition, as part of Scottish Government legislation that came into force in January 2015 **free school meals are available to all pupils in P1-P3**. Please see below for details of free school meals for pupils from P4 and beyond.

At Clachan Primary School we encourage healthy eating.

School lunches are planned so that children can choose a well balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily.

However, some pupils prefer a packed lunch. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

### Free school meals

As above, free school meals are available to all pupils in P1-P3. However, free school meals are also available to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, where household income is less than £16,010

- Child Tax Credit and Working Tax Credit, where income is less than £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Entitlement to Free School Meals for pupils from P4 and beyond is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01369 708548 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits there is a separate application process available and you should contact any of the telephone numbers above for details.

Please see [www.argyll-bute.gov.uk/education-and-learning/free-school-meals](http://www.argyll-bute.gov.uk/education-and-learning/free-school-meals) for more information on Free School Meals.

### **Special Dietary Requirements**

A vegetarian option is available each day. Please inform the school if your child has any food allergies which affect their menu options.

### **Health Care**

You can contact your school health staff at: -  
 Child Health Office  
 Campbeltown Hospital  
 Campbeltown  
 Tel: 01586 552242

### **Administration of Medicines**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

## Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment Primary School
- 3 miles away from their catchment Secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport) for further information on school transport.

### Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport).

## **nsurance**

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## **Music Services**

Music is very important to Clachan Primary School. In Argyll and Bute there is provision for Woodwind and Brass teacher's. If you are interested in your child participating in these, please contact their Class Teacher.

## **Parental Access to Records**

### *The School Pupil Records (Scotland) Regulations 1990*

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly.

## **Child Protection**

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see [www.argyll-bute.gov.uk/abcpc](http://www.argyll-bute.gov.uk/abcpc) for more information on child protection.

## **Acceptable Use of Personal Internet Enabled Devices**

All access to the internet is through the school server. We discourage the use of personal internet enabled devices unless in exceptional circumstances.

## **Transferring Education Data about Pupils**

When a pupil moves to another school within Argyll and Bute, or to another Local Authority which uses the SEEMiS Management Information System, their record will be transferred electronically via SEEMiS. Not all data will be transferred electronically and as such the Pupil Profile Record should be forwarded to the new school for their information. Further details on the data transferred can be obtained from Argyll House. Pupils can be marked as leavers in advance of their leaving date to enable the transfer school to provisionally enrol and plan for these pupils. All pupil transfers are monitored and tracked by Scottish Government School to School department to ensure pupils are not missing in education. It is crucial that the correct leaving details are entered for pupils, i.e. date, reason for leaving and destination. The SEEMiS system allows for the enrolment of pupils transferring from non-SEEMiS schools.

## **Emergency Closures**

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions). You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions) website or the use of text messaging may be utilised.

## School Terms and Holidays – Academic Session 2015/2016

### First Term

Teachers' In-service	Monday 17 <sup>th</sup> August 2015
Pupils return	Tuesday 18 <sup>th</sup> August 2015
Mid- Term close	Friday 2 <sup>nd</sup> October 2015
Mid-Term open	Monday 19 <sup>th</sup> October 2015
Teachers' In-service	Thursday 12 <sup>th</sup> November 2015
Teachers' In-service	Friday 13 <sup>th</sup> November 2015
Close	Tuesday 22 <sup>nd</sup> December 2015

### Second Term

Re-open	Wednesday 6 <sup>th</sup> January 2016
Mid-Term close	Thursday 18 <sup>th</sup> February 2016
Teachers' In-service	Monday 22 <sup>nd</sup> February 2016
Mid-Term open	Tuesday 23 <sup>rd</sup> February 2016
Close	Thursday 24 <sup>th</sup> March 2016
Open	Tuesday 29 <sup>th</sup> March 2016
Close	Friday 1 <sup>st</sup> April 2016

### Third Term

Re-open	Monday 18 <sup>th</sup> April 2016
Close	Friday 29 <sup>th</sup> April 2016
Open	Tuesday 3 <sup>rd</sup> May 2016
Close	Friday 27 <sup>th</sup> May 2016
Teachers' In-service	Monday 30 <sup>th</sup> May 2016
Open	Tuesday 31 <sup>st</sup> May 2016
Close	Thursday 30 <sup>th</sup> June 2016

## Useful Links and Contact Details

Education Scotland's Communication Toolkit for engaging with parents/carers –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –  
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –  
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –  
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –<http://www.educationscotland.gov.uk/parentzone/index.asp>

### School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –  
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –  
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –  
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –  
<http://www.sces.uk.com/this-is-our-faith.html>



## Curriculum

Information about how the curriculum is structured and curriculum planning –  
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –  
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –  
[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –  
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –  
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –  
<http://www.skillsdevelopmentscotland.co.uk/>

## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –  
[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

## Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence –

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –  
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –  
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

### School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –  
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –  
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –  
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –  
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –  
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

### School Policies and Practical Information

For further information regarding school policies and any other practical information, please contact the school.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>  
<http://www.scotland.gov.uk/Topics/Health>  
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –  
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