



EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook

(Appendix to School Handbook)

November 2017

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Communication

School Communication with Parents

The Children (Scotland) Act 1995 amended the definition of "parent" in the Education (Scotland) Act 1980 to "Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person". Communication with parents can take many forms and has many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child's learning and to help them become involved in the life of the school.

Divorced/Separated Parents – Information

Effective communication between the school and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents separate or divorce, both parents will normally retain parental rights and responsibilities in respect of their child, unless the court has specifically removed some or all of these. This will mean that in relation to placing requests, appeals against certain educational decisions and access to pupils' records both parents will normally have an equal right to be involved. It also means that parents who don't have residence of the child do not necessarily lose all rights to information and involvement in decision-making relating to their child. Other people such as grandparents may also be awarded certain parental responsibilities or rights by virtue of a court order.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent/s with whom the pupil resides will automatically receive all communications from the school. If a parent lives away from the family home they will, when the school is first informed of their address, receive a Recorded Delivery letter enquiring whether or not they wish to receive information about their child's education. If no reply is received it will be assumed they do not wish to be kept informed and there will be no further communication unless a request for information is subsequently received. If they wish to be kept informed they will receive copies of all communications regarding the pupil including copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation. Parents/Carers should note that children can only be collected from school by the parent with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil the school should be informed in advance.

School Ethos

Creating a Positive Ethos

Developing a positive relationships ethos in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Robust policies and procedures ensure a consistent approach to improving relationships and behaviour across the whole community. Everyone involved in the school and community has a critical part to play in establishing open, positive and supportive relationships to ensure the wellbeing of all.

Schools use a range of approaches to promote a positive school ethos such as, restorative approaches, initiatives that promote the UN Convention of the Rights for the Child and broad approaches to creating a Nurturing Environment within schools.

More information can be found from the Scottish Government's website on "*Improving relationships and promoting positive behaviour in Scotland's schools*" at:

<http://www.scotland.gov.uk/Publications/2008/04/15100117/1>

Respect for All – Anti-Bullying Policy

East Lothian is committed to creating and sustaining a safe, positive and inclusive environment in its Education and Early learning and Childcare Settings where respect is shown to and is given by all of its children, young people, staff and parents/carers.

Respect for All - Anti-Bullying Policy has a role to ensure a consistent approach across East Lothian in line with the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People. All schools adhere to this one policy in relation to Anti-bullying issues.

Anti-bullying East Lothian (A.B.E.L)

Anti-bullying East Lothian (A.B.E.L) is located at the Brunton Hall, Musselburgh. A.B.E.L is a voluntary organisation and offers information and support to the young person and schools.

Further information can be found at: <http://antibullyingeastlothian.org.uk>

Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers to become involved in their children's education. The main aims of the Act are to:

- Help parents/carers become more involved with their child's education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.

All parents/carers are automatically members of the Parent Forum at their child's school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents/carers
- Encourage links between the school, parents/carers, providers of nursery education and the community
- Consult with and report back to the Parent Forum.
- Be represented on the Appointment Panel to select a new Head Teacher or Depute Header Teacher

East Lothian Council's Parental Engagement Strategy 2017 aims to ensure that all parents and carers are encouraged and supported by all school staff to engage as partners in their children's learning and to become involved in the life of the school, with parents and young people being given the opportunity to influence and shape education policy. All schools and local authorities are required to report on its work to promote and improve Parental Engagement as part of the National Improvement Framework annual planning and reporting cycle. Parental engagement will also be a key focus of any HMIe Inspection/Care Inspectorate Inspection, Quality Improvement Evaluation visits and East Lothian Annual Parental Engagement Consultation.

The Parental Engagement Strategy can be found at:-

http://www.eastlothian.gov.uk/info/878/schools/1126/parent_councils_and_parent_for_ums

For more information on the Parental Involvement Act or to find out about Parents as Partners in their children's learning contact the school or Val McIntyre, Principal Officer, Resources and People Services, telephone number 01620-827228 or by e-mailing vmcintyre@eastlothian.gov.uk or view the Parentzone website <https://education.gov.scot/parentzone/>

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings and any decisions taken must be reflected in the school handbook.

Further information can be found at: <http://www.eastlothian.gov.uk/parentcouncils>

National Parent Forum of Scotland

Parent Councils across Scotland have nominated people to represent their local authority area as members of the National Parent Forum of Scotland (NPFS). The NPFS was set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level. The Forum works in partnership with national and local government and other organisations involved in education and wellbeing issues to represent parents, with the aim of helping every pupil maximise his/her potential.

East Lothian Council's representative on the NPFS is Saddah Aziz from Preston Lodge Parent Council who can be contacted on east.lothian@npfs.org.uk

Scottish Parent Teacher Council (SPTC)

The Scottish Parent Teacher Council is the national organisation for Parent Teacher Associations (PTAs) and Parent Councils (PCs) in Scotland and runs an independent helpline service for all parents. You can contact the Scottish Parent Teacher Council by telephone 0131-474-6199, by e-mail sptc@sptc.info, the website <http://www.sptc.info> or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB. East Lothian Council takes out an annual membership of the SPTC for their Parent Councils and this membership provides public liability insurance.

East Lothian Association of Parent Council Members

This Association meets twice a term and is chaired by a parent. The current Chair of the Association is Colin Henderson from Knox Academy Parent Council. Meetings are held in the Brunton Hall, Musselburgh, and a representative is invited to attend from every Parent Council. Local and national matters are discussed and views and feedback are sought on a range of issues from parents/carers. The Head of Education and the Parental Involvement Officer attend these meetings as well as guest speakers.

The Curriculum

Curriculum for Excellence

Schools follow the principles and practice of Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that schools do. Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning of all pupils. All pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. All pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations.

Further information on Curriculum for Excellence can be found at:

<https://education.gov.scot/parentzone/>

Other areas which can facilitate enhanced learning opportunities for pupils include:

- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in museums/projects.
- Study Support and After School Activities
- Sport
- School Library Service

Further information can be found at:

<http://www.eastlothian.gov.uk/communitylifeandleisure>

Outdoor Education

Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, safe and sustainable outdoor learning opportunities. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community, delivering outdoor learning in an effective, inspirational and motivating manner.

Educational Excursions

Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive Guidelines. Further information can be found at:

www.elcvisits.org.uk

Religious Observance

Religious Observance provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities.

There is, however, a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

The Scottish Government considers that Religious Observance complements other aspects of a pupil's learning and is an important contribution to pupils' development. It has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and an effective contributor. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. Schools are therefore encouraged to inform parents of this without applying pressure to change their minds.

There is no equivalent statutory right to withdraw afforded to children and young people. However schools should include children and young people in any discussions about aspects of their school experience, ensuring their views are taken into account. Doing so is in line with the Children and Young People (Scotland) Act 2014 and is especially relevant as children and young people become older and take more responsibility for their own learning.

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Where a pupil is withdrawn from religious observance, schools should make suitable arrangements for the pupil to participate in a worthwhile alternative activity. In no circumstances should a pupil be disadvantaged as a result of withdrawing from religious observance.

Assessment and Reporting

What is meant by assessment?

Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Assessment covers:

- The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.
- Reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a child or young person's achievements through profiles and qualifications.
- Recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

What is assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects). Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The **Experience** describes the learning
- The **Outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- Literacy across learning
- Numeracy across learning
- Health and wellbeing across learning

Reporting across East Lothian Schools

East Lothian Council is committed to providing you with information about your child's progress and achievements, including their next steps in learning, to support your involvement in their education and learning. From this academic session 2016/17, and annually thereafter, this information will include the latest Curriculum for Excellence level achieved in literacy and numeracy. Head Teachers and staff will include this

information within the school's current arrangements for reporting on your child's progress and achievements in literacy and in numeracy.

A Parental Involvement Steering Group has been established to develop East Lothian Council's policy on the role of parents as partners in their child's learning and active participants and effective contributors to the life and work of the school. This group will take into account the guidance on reporting to parents to be published by January 2017

How are we assessing?

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings outwith 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 could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Gathering evidence

Evidence of progress and achievement can be gathered by:

- children and young people through self-assessment. They 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.
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.
- teachers, parents and others who can help identify and support their next steps in learning.

How do teachers report on your child's progress?

Progress is now defined as "how much" and "how well" your child is learning, and not solely on "how fast" although pace is still important. The curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge.

There is a range of ways in which your child's teacher reports on his/her progress. Here are a few examples:

- "Learning Stories" are used to build a picture of progression for your child in each curricular area.
- Pupil reports are used to sum up your child's progress in learning across the curriculum.
- E-portfolios are used to provide ongoing evidence of your child's progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently.

Teachers will report also on your child's effort and also on the level of support given.

When do schools assess?

As part of ongoing learning

Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

Time to time (periodically)

From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

At key points, transitions

Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels) from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting?

Your child's school will be able to provide you with more information on how they carry out specific assessments and how they report on your child's progress.

Standardised Assessment

All our schools use standardised assessment to support professional judgement about pupil's progress in literacy and numeracy. These tests are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil's knowledge, skills and ability. In session 2017/18, the Scottish Government introduced standardised assessments to be undertaken by all schools in Scotland. These assessments will take place in P1, P4, P7 and S3.

Transitions

Enrolment

If you want your child to go to their catchment school, you should register your child directly with that school. You will need to provide your child's birth certificate and two pieces of proof of residence showing your current address (one of which must be your most recent council tax assessment letter or book and a recent utilities bill dated within the last six months). For pupils due to start Primary 1, you must show these at the school by the beginning of December, prior to your child starting school in the following August (please contact your catchment school to check enrolment days). This allows the Business Unit within Resources and People Services to give your child, as a resident in the school's catchment, priority for a place.

Further information can be found at: <http://www.eastlothian.gov.uk/enrollingyourchild>

School Catchment

Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and **not** on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school.

Each primary school in East Lothian [feeds into a corresponding secondary school](#) (click on the link to view details). The boundary lines for each primary and secondary school catchment area in East Lothian for the most remain so since circa 1980's, and were originally recorded on printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council's website, as approved by Education Committee in May 2011.

The catchment boundary lines are available to view via:

http://www.eastlothian.gov.uk/site/scripts/download_info.php?downloadID=1588

There are no catchment boundaries for nursery provision.

Pupil Placement

The law allows parents to express a preference for a different school (such a school is often referred to as a non-catchment school) rather than placing their child in their local school. The Council is obliged to grant a placing request wherever possible. While most requests are granted in some cases this is not possible. The Council can only refuse a placing request if any of the criteria as per Section 28A (3) Education (Scotland) Act 1980 is met. If a placing request is refused the parent has the right to appeal this decision. An appeals panel will hear the appeal and if they come to the conclusion that they do not think the grounds of refusal quoted stand or that even though the grounds of refusal stand it is still inappropriate to refuse the place, they can overturn the decision and the child would be allocated a place in that school.

Pupil placement process must meet set timescales, all requests received by 15 March must be considered at the same time. Parents must receive the outcome of their request before the end of April. If a school is oversubscribed detailed reports outlining

all the placing requests for that school are presented to the Head of Education for approval.

Further information can be found at: <http://www.eastlothian.gov.uk/choosingaschool>

Further information can be found at:

http://www.eastlothian.gov.uk/info/879/school_and_nursery_places/634/choosing_a_secondary_school_in_east_lothian/2

Reserved Places/Roll Capping in Schools

Resources and People Services obtains information on the migration of pupils to inform where we may need to reserve places for incoming catchment pupils.

Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to maximum number.

The Senior Phase – Developing Scotland’s Young Workforce

The Commission for Developing Scotland’s Young Workforce was set up in January 2013 to provide recommendations to Scottish Ministers on how Scotland’s approach to vocational education and training could be improved, and how the Scottish Government could get more employers involved in all aspects of education and employing more young people.

In June 2014, the Commission published its final report entitled “Education Working for All” which sets out 39 recommendations.

Many of these recommendations are of relevance to school-age young people, including that:

- Preparing all young people for employment should form a core element of Curriculum for Excellence.
- Senior phase pathways should include industry-recognised vocational qualifications alongside academic qualifications.

Curriculum for Excellence, as a whole, is about providing learners with the range of learning pathways that meet their individual needs and aspirations and prepare them for learning, life and work. The Commission’s recommendations sit well with these aims and will be taken forward within the context of Curriculum for Excellence in schools, building on the wide range of work that schools and their partners are already doing in this area.

Support for Pupils

Pupils Who Have Additional Support Needs

All East Lothian schools offer a range of support for children and young people with additional support needs. There are a number of additional services both within the Authority and from external agencies that offer enhanced support to pupils with additional support needs.

Provision and resources are accessed through the local authority's processes of resource allocation, in consultation with professionals, the child or young person and their family.

The Council's Policy document "Framework for Meeting Additional Support Needs" provides a framework for full and effective inclusion of pupils who have additional support needs. The Authority has an Accessibility Strategy for schools which enables access to Communication, Environment and the Curriculum for all pupils. Schools also take account of the Equalities Act 2010.

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009)

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009) states that:-

- A child or young person who has additional support needs, and also his/her parents or carers, should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person's views must be taken into account for post-school transitions.
- Young people and parents/carers should be provided with information and advice about their own, or their child's additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan is required, or for a Co-ordinated Support Plan to be reviewed.
- A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.
- The local authority is required to provide a free independent mediation service. This is currently provided by Common Ground Mediation. Common Ground promotes collaboration between parents, children, school and education services. Anyone involved in a disagreement can access this service.
- Young people and parents or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute.
- Young people and parents or carers can appeal to the national Additional Support Needs Tribunal to challenge a decision about a Co-ordinated Support Plan, ASN placing requests and certain other matters relating to additional support needs. Free advocacy can be provided for this.

Information is available from Resources and People Services, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at:

<http://www.eastlothian.gov.uk/additionalsupportneeds>

Enhanced Transition for pupils with Additional Support Needs

All children and young people go through a number of transition stages in their school education when they move from one setting to another. Children and young people with additional support needs will need different levels and types of support. In East Lothian, we manage this through the Child's Planning Framework. The team working with the child or young person, the child or young person themselves and their parents are best placed to decide on the level of planning and the nature of intervention needed.

Further information can be found at: <http://www.eastlothian.gov.uk/transition>

East Lothian Educational Psychology Service

Educational Psychologists are part of Resources and People Services. Educational Psychologists make regular visits to all nursery, primary and secondary schools.

What do Educational Psychologists do? Educational Psychologists work collaboratively with other professionals, parents and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child? If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a staged assessment meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can contact the Educational Psychology Service , Telephone number 01620-827827 or write to East Lothian Council, Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/edpsychology>

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014, is aimed at making sure every child and young person receives the support they need to ensure their wellbeing allows them to grow and develop. Although the Act has not started yet, East Lothian Council is working to make sure the authority is ready for when it does. The Scottish Government plan for the new legislation to begin in summer 2018.

East Lothian Council's Education Department has an obligation to ensure that every child age 5-18 has a Named Person and that every parent/carer is entitled to know who the Named Person is for their child. (For children 0-5, the Named Person will be a Health Visitor). East Lothian Council also has an obligation to ensure that where necessary, a statutory "Child's Plan" is prepared and upheld. The Named Person function will become a statutory requirement when the new Act commences.

Child's Planning Framework

East Lothian's Child's Planning Framework to support children and young people is built on the existing Staged Assessment and Intervention process which has been in place for a number of years. The new process is developed around the guidance of Getting It Right for Every Child from the Children and Young People (Scotland) Act 2014. It is child centred, holistic and integrated.

Through years of research and experience, Getting It Right for Every Child is underpinned by the common values and principles expressed in the United Nations Convention on the Rights of the Child (1989). When addressing wellbeing concerns around a child or young person, professionals should be placing the child at the centre while working in partnership with parents/carers/families in ensuring that any supports and interventions are appropriate, proportionate and timely whilst valuing the diversity and strengths of families, children and young people. Wellbeing concerns will be recorded under the eight Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Further information can be obtained by contacting the Education Support Officer (GIRFEC), John Muir House, Haddington, telephone number 01620 828450.

Multi-agency input and information sharing and confidentiality

Sometimes a young person may require some help or support from staff out with the school environment. Schools can call on professionals from a number of different agencies/services for help and advice to meet the needs of individuals. This can be from within East Lothian Council or wider, and can include Educational Psychologists, officers with the Education Services, School Nursing Service, Skills Development Scotland careers advisers, Children and Family workers (social workers or Family Support workers), Third Sector agencies or NHS allied health professionals. Information sharing with and formal referral to any of these agencies/services will only take place with the consent of parents/carers and the young person in compliance with procedures outlined in the Data Protection Act. If a young person is over the age of 12 and has the capacity to do so, they may give their consent without that of their parents. The consent to share should be recorded by the professional. There are exceptional situations where if consent to share has not been given and the professional believes that in not sharing the child could be at risk or further risk of harm, then information can be shared. The reason for sharing should be discussed with the parent/carer and child or young person and be recorded with the reasons for sharing. (See paragraph below). If parents are concerned about this they should contact the school for further information, or the Information Governance Compliance Officer at East Lothian Council – foi@eastlothian.gov.uk

The Children and Young People (Scotland) Act 2014 has yet to be implemented. Two parts of the Bill have been changed and consultation on a new *Code of Practice* regarding information sharing must now take place before statutory guidance can be in place. The illustrative Code of Practice can be viewed here – <http://www.gov.scot/Resource/0052/00521285.pdf>

If there are suspected child protection concerns for a child or young person, consent to share does not need to be given. Professionals should follow the inter-agency Child Protection Procedures Edinburgh and the Lothians (2015) www.edinburgh.gov.uk/download/downloads/id/287/child_protection or contact their Child Protection Co-ordinator within schools.

Exceptional circumstances in which information may be disclosed without consent

Disclosure of personal information without consent may be justified where failure to do so may expose the service-user or others to risk of serious harm. Staff should always make every effort to gain consent but the health and safety of the individual has primacy over the right to confidentiality. Exceptional circumstances may include:

- Child Protection: staff should adhere to the Edinburgh and Lothians Inter-agency Child Protection Procedures.
- Protecting vulnerable adults
- Protection of Children (Scotland) Act 2003
- Life threatening or dangerous situations, for example, where a young person:
 - shows signs of physical, emotional or sexual damage
 - is at risk of significant harm or threatening suicide.

Child Protection

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.

If you think a child is being abused or neglected, speak to a member staff at the child's school, the Children's Services duty social worker by calling 01875-824090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), the Emergency Social Work Service by calling 0800 7316969 at any time outside normal office hours. The contact details are Children's Wellbeing, Randall House, Macmerry, EH33 1RW, Telephone: 01875-824309 (e-mail: childrenandfamilies@eastlothian.gov.uk)

The Procedures promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse.

The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

Further information can be found at: <http://www.eastlothian.gov.uk/childprotection>

Children and Young People who are looked after

There are some children and young people who are looked after or looked after and accommodated (LAC) and who may have additional support needs as directed by the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009). Schools are very aware of who their LAC pupils are and the supports and strategies which may be required to meet their diverse needs. The Educational Psychology Service works closely with schools and staff from Children's Wellbeing to support these often vulnerable young people.

Team Teach

We pride ourselves in East Lothian on providing a safe learning environment for our pupils. In exceptional situations, some of our children may get anxious or agitated,

and we will do our best to help pupils de-escalate through using communication skills, distraction techniques and removing triggers where possible.

There may be times when children need more help; this may require staff's positive physical support to ensure; the pupil's own safety and the safety of other pupils and staff. In East Lothian, we have adopted the 'Team Teach' approach to manage this level of behaviour on the few occasions it occurs, and staff are trained and accredited to use a range of 'Team Teach' techniques.

In these instances all incidents are recorded in school. Parents are informed as a matter of course. Children who are likely to need help in this way will have a Positive Handling Plan that will be discussed with you, and routinely followed by all school staff. If required we will ask parents to share relevant information with other people/agencies supporting pupils, e.g. transport, respite, link family, etc., to maintain a consistent approach for children and young people. If you have any questions about how we manage behaviour at school, or about the 'Team Teach' approach please contact the Head Teacher.

School Improvement

The Standards in Scotland's Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council's legislative duty to ensure that schools are supported in improving standards for pupils, a rolling programme of school reviews are carried out each year. These visits involve staff from across the service including Quality Improvement Officers, Head Teachers, Early Years Officers and Educational Psychologists. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained.

The Role of Quality Improvement Service

At present there is one Quality Improvement Manager and two Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. Responsibilities to individual schools include:-

- Provide support pre, during and post Education Scotland Inspection
- Support and monitor development planning ensuring links to How Good Is Our School? How good is our Early Learning and Childcare and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment and achievement
- Participate in the appointment of senior members of school based staff
- Provide support in the resolution of disciplinary matters; complaints; and other school based issues
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake evaluation visits to all schools and provide reports as appropriate.

The 2 Quality Improvement Officers each have 3 clusters of schools within their remits

- 1) Dunbar, Tranent & Haddington
- 2) Prestonpans, Musselburgh & North Berwick

Other important elements within the Quality Improvement Service role include:

- Monitoring of children who are home educated
- Parental complaints and Freedom of Information Requests
- Reporting to Scottish Government, Education Scotland
- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment process of Head Teachers and Depute Head Teachers.

Local Authority Policies and Practical Information

Composite Classes

There are composite classes in most schools across East Lothian. They help us to deliver effectively within the school's budget and are based on pupil age. All classes whether composite or not, contain pupils of different abilities and levels of development. Teachers are expert in how to structure learning for pupils of differing abilities and composite classes do not pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break, through whole-school or stage events. Parents should also create opportunities to maintain friendships and encourage new ones.

Further information can be found at: <http://www.eastlothian.gov.uk/compositeclasses>

Absence and Attendance

Parents are responsible for ensuring that their child attends school regularly and where an absence should occur, informing the school as to the nature of non-attendance and possible length. In cases of unsatisfactory attendance, the Head Teacher will call on the Family Support Worker to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues the Head Teacher, following discussions with the Family Support Worker and other agencies will decide whether the case should be referred to the Children's Reporter. Parents should be encouraged to take holidays wherever possible out with term times. Where parents wish to keep their child off school for some reasonable purpose, they are asked to write to the school before doing so. Where pupils have a rearranged appointments during school hours e.g. dentist, hospital the pupil should bring a note or appointment card to school before the appointment.

Further information can be found at: <http://www.eastlothian.gov.uk/attendance>

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is aimed at making sure every child and young person is able to access appropriate support in order ensure their wellbeing allows them to develop into healthy young adults. The principles and values of Getting It Right For Every Child are underpinned by the United Nations Convention on the Rights of the Child ensuring each child is safe, healthy, active, nurtured, achieving, respected, responsible and included. The Scottish Government plans to implement the new legislation in summer 2018. East Lothian Council is working to make sure the authority is ready for when the planned changes happen.

East Lothian Council's Education Department has an obligation to ensure that every school age child until 18 has an entitlement to a Named Person and that every parent is entitled to know who the Named Person is for their child. East Lothian Council also has an obligation to ensure that where necessary, a statutory "Child's Plan" is completed. The Named Person function will become a statutory requirement when the Act commences.

Data Protection

- **East Lothian Council's use of Pupil Data**

The pupil information provided, is used for admin purposes and is stored and processed electronically. The data is processed because East Lothian Council have a legal obligation to do so, and is done so in accordance with the Data Protection Act 1998.

Extracts of pupil data is shared with the Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their 16th birthday; and may also be shared with the NHS for monitoring child health immunisation, dental and vision programmes. East Lothian Council holds & shares information on school leavers, in order to support & provide career planning services. This consists of name, address & school results, but may also contain sensitive personal data, e.g. information about health or any convictions. To help with career choices, information may be shared with: East Lothian Council Services, SDS (Careers Scotland), Colleges or Universities, National Training Providers & relevant Voluntary Organisations. Relevant changes of circumstances and pupil information must be notified in writing to the school immediately.

Scottish Government Statutory Returns

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do Scottish Government need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The

Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Consulting with pupils

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. Children over 12 should be asked for consent to share confidential information. While the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the School's handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements to consult with individual pupils at appropriate times (subject choice, exclusions etc.). If there a concern regarding a child protection issue, consent do not need to be.

Exclusions of pupils

Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. The period of exclusion should be as short as possible and used as a "breathing space" to enable the school/family/other agencies to work together to support the child/young person to return to school successfully.

Further information can be found at: <http://www.eastlothian.gov.uk/exclusion>

Assistance with Provision of School Clothing

East Lothian Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-Based Job Seekers Allowance, Income Support, Income Related Employment and Support Allowance or **Universal Credits with £0 Take Home Pay from employment** will qualify for such a scheme. Other cases may be considered in the case of exceptional personal circumstances. Parents who wish to apply for the scheme should complete an application form which is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

<http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals>

Free School Meals

Under the Education Committee policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £16,105, Child Tax Credit and Working Tax Credit with and annual income of less than £6,420 or Universal Credits with a monthly take home pay below £610. No other children are eligible for free meals. Further information can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

<http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals>

Free School Meal (Primary 1, 2 and 3)

All pupils in Primary 1, 2 and 3 are entitled to a free school meal (but not free school milk). People receiving the following benefits should continue to complete a **Free School Meal Application Form** to ensure they are not charged for school milk.

- Income support/Income based job seekers allowance
- Employment support allowance (income related)
- Child tax credit but NOT working tax credit with an annual income less than £16,105
- Child tax credit AND working tax credit with an annual income less than £6,420
- Universal Credit with a monthly take home pay below £610

Education Maintenance Allowances (EMAs)

Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged 16 planning to continue their education in school. It is a fortnightly payment of £30.00 per week paid directly to the pupil where the pupil's household income meets the qualifying criteria. Application Forms and further information is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/emas>

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office. Further details can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

<http://www.eastlothian.gov.uk/employmentofchildren>

Home Education

If parents wish to remove their child from mainstream education and home educate their child, they must write to the Head of Education in the first instance stating reasons for this withdrawal and ask for permission. Families are contacted by a member of staff within Resources and People Services annually and offered the opportunity to meet a Quality Improvement Officer and discuss the education provision for the child/children. If a family declines a meeting, they must submit information, in writing, about how they are meeting the educational needs of their child/children.

All enquiries made about home education are recorded in the department and a letter is sent to the family. Included with the letter is a leaflet for parents/carers giving details of websites offering advice and support.

For information can be found at: <http://www.eastlothian.gov.uk/homeeducation>

Transport: Policy of the Council and Local Arrangements

The Council's current policy is to provide home to school transport for those pupils attending the catchment school who live more than two miles from that school. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Parents who choose to send their children to a school other than the catchment school will not receive assistance in relation to travel to and from school.

Further information and an application form can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/schooltransport>

Road Safety

East Lothian Council working with Police Scotland and other agencies are committed to reducing the numbers and severity of road casualties. They have identified a number of important initiatives to help reduce the number of road casualties. These will require a notable change of behaviour by everybody, particularly from drivers in built-up areas.

These initiatives aim to reduce the number of car journeys to and from school by pupils, parents and staff to:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school
- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely
- Improve pedestrian safety in and around school
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents should always be reviewing their current or intended mode of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties.

Further information can be found at: <http://www.eastlothian.gov.uk/roadsafety>

Health and Safety

Resources and People Services have prepared statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Medical Care

Throughout their years at primary and secondary school, pupils will be seen from time to time by a team of specialists from the School Health Service to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Administration of Medical Procedures

Apart from a few exceptions, all areas of the school curriculum, including school camps should be accessible to pupils with healthcare needs. Forward planning may be required to accommodate needs. Advice can be sought from the Head Teacher and the school nurse team.

All members of staff should follow the East Lothian Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (Feb 2017) and in doing so will be covered by East Lothian Council's Public Liability Policy.

Further information can be found at: <http://www.eastlothian.gov.uk/adminofmedication>

Emergency Closure of Schools

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather conditions or some other event. When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the child, and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school.

In these circumstances, the Head Teacher should consult with the Head of Education. The Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for pupils only or for the whole school community. It should be noted that close contact will be maintained with the School Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school which is closing, whether it is a partial or whole school closure, i.e. to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers and pupils will be informed when the school will be reopening. Once approval has been granted to close a school, Resources and People Services will notify the Corporate Communications Team to ask them to inform the media and upload messages to the Council's communications channels, such as its Twitter feed, intranet and the Council's website <http://www.eastlothian.gov.uk>. Whenever possible, schools will update their own school website with this information.

Complaints Procedures

Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher or another senior member of staff then this should be arranged as quickly as possible. If you still remain dissatisfied then the procedures contained within “How to make a comment, compliment or complaint about a Council service” should be followed.

Further information can be obtained at: <http://www.eastlothian.gov.uk/complaints>

Unacceptable Behaviour

East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

Schools within East Lothian

A list of all primary and secondary schools can be found at:

<http://www.eastlothian.gov.uk/educationandlearning>

Useful Telephone Numbers

The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

Depute Chief Executive	Alex McCrorie	01620-827864
Head of Education	Fiona Robertson	01620-827222
Head of Children’s Well-being	Sharon Saunders	01620-827633
Principal Educational Psychologist	Lynne Binnie	01620-827998
Education Service Manager (Strategy & Operations)	Richard Parker	01620-827494
Quality Improvement Manager (Quality Improvement and Early learning and Childcare)	Lesley Brown	01620-827647
ASN Service Manager	Lynne Binnie	01620-27998
Principal Inclusion & Equality Officer	Fraser Parkinson	01620-827961
Education Support Officer ASN	Lynne Grant	01620-827246
Education Support Officer GIRFEC	Lyn Leslie	01620-827450
Parental Involvement Act (Parent Councils/Forums)	Val McIntyre	01620-827228
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Fiona Brown	01620 827415
Primary School Lets		01620-827811

School Session Dates

School session dates for 2018/19 will be approved by the Education Committee on 21 November 2017 and will be available on the Council’s website.

Scottish Government can be contacted at:
Scottish Government Education Department
Victoria Quay
EDINBURGH, EH6 6QQ
Telephone Number 0131-556-8400

<http://home.scotland.gov.uk>

Accuracy of Information

The information contained in this booklet was accurate as at November 2017.

November 2017