



Windygoul Primary School Handbook 2019-2020



INTRODUCTION

WINDYGOUL PRIMARY SCHOOL

Dear Parent / Carer

The staff and children of Windygoul Primary School extend a very warm welcome to you and your child/children and look forward to building a strong partnership with you. We hope that your child will feel secure and happy here and that the time they spend at Primary School will provide the kind of experiences and opportunities which will enable them to become Successful Lifelong Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We aim to develop their individual strengths and qualities and recognise that education can and will have a significant positive impact on their lives.

We value the important role that you as parents/carers play in the all-round development of each child and aim to support this by seeking your co-operation in partnership with us. We will aim to provide opportunities for working together in a variety of different ways that will serve to enhance the educational experiences of every child at Windygoul.

We welcome parents/carers in school and are keen to encourage you to take an active role in the life of the school, whilst recognising that for some parents/carers this will not be possible due to work or other commitments. You are automatically a member of the Parent Forum and we look forward to seeing you at our social events and fundraising activities throughout the session. Details of our School Improvement Plan and Standards and Quality Report can be found on our school website.

Finally, please do not hesitate to contact us should you have any concerns about your child or feel a potential problem is developing. For a close partnership to work well, communication requires to be relaxed and easily facilitated. We actively encourage you to contact us at any early stage should you have any concerns, however minor they may seem. Where possible, we would appreciate if an appointment could be made - but if you need to speak to someone urgently, this will be organised as soon as possible. By the same token, we will also aim to contact you as often as we can, not just if we have a concern, but also to communicate positively about your child and his/her success.

Dianne MacKenzie
Head Teacher
October 2019

WINDYGOUL PRIMARY SCHOOL

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Our Vision

We believe that every member of our Windygoul family is valued and will be supported to thrive in our community

Address:
Brotherstones Way South
Tranent
EH33 2QF

Telephone: 01875 619739

Fax: 01875 616894

Website: edubuzz.org/windygoul

Email: admin@windygoul.elcschool.org.uk

Accuracy of Information

All information given is accurate for October 2019 but will be affected by changes in roll and staffing resources thereafter.

Windygoul Primary School is a purpose built non-denominational primary school in the South of Tranent. The school was originally built on one level but now has a double storey extension which opened in August 2015. We currently have 24 classes and a 70/70 nursery.

There is a large hall which can provide 2 separate PE spaces, a separate dining area which has also been extended in August 2015 and community changing facilities. The building is designed around an inner courtyard. Sustainable materials have been used in the design as far as possible.

Our current roll is 700 including the nursery.

Composite Classes

There are composite classes in many schools across East Lothian and Windygoul despite its size is no exception to this. 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 don't 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/carers should also create opportunities to maintain friendships and encourage new ones.

Further information can be found at:

<http://edubuzz.org/windygoul/school-policies/>

The Management Team

Head Teacher: Dianne MacKenzie

Deputy Head Teacher: Viv Short

Deputy Head Teacher: Rhodri Thomas

Acting Deputy Head Teacher: Chris Kay

Principal Teacher: Louise Innes

Principal Teacher: Stephen Mitchell

The Office Staff

School Administrator: Maureen Shillinglaw

Clerical Assistant: Nichola Munro

Clerical Assistant: Fiona Cockburn

Clerical Assistant: Heather Combe

School Auxiliary: Susan McLeod

Windygoul Staffing List

Senior Early Years Practitioners

Sheree Blaik, Emma Smith

Nursery Nurses

Carrie Hutchison, Louise Irvine,
Julia McKendrick, Nicola Robertson, Amy Scott

Primary 1A
Primary 1B
Primary 1C
Primary 1D
Primary 2A
Primary 2B
Primary 2C
Primary 2D
Primary 3A
Primary 3B
Primary 3/4
Primary 4A
Primary 4B
Primary 4C
Primary 5A
Primary 5B
Primary 5C
Primary 6A
Primary 6B
Primary 6C
Primary 6/7
Primary 7A
Primary 7B

James McPherson/Lauren Fraser
Vacancy
Becky Young/ Lauren Fraser
Sophie Stewart
Jennifer Brownlee/Lauren Fraser
Fiona Thomas
Ruth Torrance
Debbie Stewart
John Leslie
Caroline Davidson/Gemma Inverarity
Aileen MacDonald
Caron Duke/Christine Sharp
Ken Davis
Gemma Lee
Susan Bowen/Jennifer Atkinson
Alison Tumilty
Lara Craig/Caroline Davidson
Kirsten Joss
Gillian Lindsay
Ross Graham
Gill Buchanan
Lynne Smith
Christine Idle/Kirsten Low

Support for Learning

Louise Innes
Lorraine Alcock, Tina MacKinnon
Christine Sharp, Christine Idle

Specialist Teachers

P.E. – Stephen Mitchell

Behaviour Support Officer

Elaine Hay

Special Needs Auxiliaries

Carolyn Middlehurst	Fiona Murdoch
Linda Lang	Susan Baillie
Lesley Johnston	Lesley Young
Moira Barbour	Loretta Scilini
Elaine Clark	Karen Boyce
Lyndsey Houston	Susie Graham
Amanda Mason-White	Carole Dalziel

Playground Supervisors

Susan Baillie	Lesley Johnstone
Cat Noble	

Lunch Hall Supervisors

Linda Herd	Cat Noble
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Janitorial Staff

Rob Paton	Kevin Gray
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Parent Council Links/Contacts

Chair of the Parent Council: Emma Gray

The Parent Council have a link on the school website at <http://edubuzz.org/windygoul> and also have their own Facebook page which can be accessed through www.facebook.com/pages/Windygoul-Parent-Council/105559606139823



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.

The Parent Council arrangements came into effect from August 2007. 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 Bev Skirrow, Principal Officer, at the Department of Services for People on 01620 827228 (bskirrow@eastlothian.gov.uk) or visit the Parentzone website on <https://education.gov.scot/parentzone> .

Scottish Parent Teacher Council (SPTC)

The Scottish Parent Teacher Council is the national organisation for Parent Teacher Associations (PTAs) and Parent Associations (PAs) in Scotland and runs an independent helpline service for all parents. You can contact the Scottish Parent Teacher Council telephone number 0131-474-6199, by e-mail sptc@sol.co.uk, the website www.sptc.info or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB.



Enrolling at Windygoul

If you wish to make contact with us prior to enrolling your child at Windygoul please get in touch through the office and a time will be arranged for you to visit and meet with one of the Management Team so any questions can be answered and a tour of the school can be arranged. If your child has been in another school prior to transferring to us we will make contact with them to ensure there is a smooth transition and minimum disruption to their learning.

THE SCHOOL DAY

Morning Session	Monday to Friday	Primary 1	8.50a.m. to 11.45am
		Primary 2&3	8.50a.m. to 12.00 noon
		Primary 4	8.50a.m. to 12.20 p.m.
		Primary 5-7	8.50a.m. to 12.45p.m.
Afternoon Session	Monday to Thursday	Primary 1	12.30 a.m. to 2.45 p.m.
		Primary 2	12.45 noon to 2.45p.m.
		Primary 3	12.45 noon to 3.15 p.m.
		Primary 4	1.05 p.m. to 3.15 p.m.
		Primary 5-7	1.30.m. to 3.15pm

N.B. There is no afternoon session on a Friday; P1-3 finish at 11.55 and P4-7 finish at 12.25.

ADMISSION AND ENROLMENT

Birth Certificates and proof of legal guardian's address are necessary for enrolment purposes.

Children whose fifth birthday falls between 1 March and 28 February are admitted to school on the first day of the school session (mid August).

Enrolment usually takes place in the November prior to the child starting school. Named enrolment forms with details of enrolment times are issued to pupils attending Windygoul Nursery Class. Forms are also available from the school. Please contact our secretary, Mrs McDonald: phone 01875 619739.

If you cannot take advantage of the normal enrolment procedures please contact the school and alternative arrangements will be made.

Pupils living in the catchment area are given priority for places at this school. Places for non-district Primary 1 pupils must be requested in writing. Please write to the Pupil Support Section (address at end of booklet). Places for non-district pupils other than Primary 1 may be requested directly from the school.

If you wish your child to attend a non-district secondary school, information will be sent to your home address when your child is in P7. It should be noted that attendance at an associated primary does not mean transfer to the attached secondary school.

SCHOOL POLICY ON CLOTHING AND KIT

The dress code promotes the wearing of school colours and **strongly discourages** the wearing of team colours, other logos, sports/leisure wear, designer clothes/footwear, including trainers. **For Health and Safety reasons jewellery should not be worn.**

Our school uniforms are supplied by EES Limited – they can be contacted on (0131) 621 7222
www.eeslschools.com or info@eeslimited.com

Sweatshirts

Royal Blue for Nursery
Red for Primary 1 – Primary 6
Black for Primary 7



Polo-Shirts

White polo shirt with or without logo

Trousers, Skirts, Pinafores

- Black or grey. No logos are to be worn

Shoes

- Suitable outdoor shoes, pupils will change into their **gym shoes** while in the school building.

Gym Kit

- Plain dark shorts
Plain T-shirt or plain polo-shirt – House
Coloured t-shirts with house printed on them are available to buy from the School Uniform stockist.
Gym shoes – black elasticated or velcro slip-ons.
Outdoor P.E. Kit should be available at all times as we make use of the outdoors wherever possible.

As a safety measure pupils will only be able to join in a P.E. class if wearing the appropriate kit. **All garments must be named. Please ensure you regularly check the state of gym shoes as they can become unsafe if they are unable to be fastened safely.**

ASSISTANCE WITH PROVISION OF SCHOOL CLOTHING

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 Support and Income Related Employment and Support Allowance 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 the school or The Department of Services for People, Business Unit, John Muir House, Haddington, EH41 3HA.

MEALS AND MILK

Primary 1-3 are all entitled to a free school lunch in accordance with the Scottish Government. If P4-7 pupils are staying for lunch all week you should pay and select these meals on-line with Ipay. *Meals Cost £2.05.*

Free School Meals

Currently, all Primary 1, 2 and 3 children receive Free School Meals.

Under the Council Committee for Education policy, P4-7 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 £15,860 or Child Tax Credit and Working Tax Credit with an annual income of less than £6,420. No other children are eligible for free meals. Further information can be obtained from the Department of Services for People, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning/11899/free_school_meals_and_clothing_grants/3

Free milk will be available to all children in Nursery education and to children in Primary schools and to children of primary school age in special schools if their parents are in receipt of Income Support or Income-Based Jobseekers Allowance. Any other child of primary school age at primary and special schools may be provided with milk at a reduced cost. At present this is split into 4 periods over the school year. Payment may be made in advance for the whole year.

HEALTH AND SAFETY

The Education & Children's Services Department has prepared statements of safety policy for all areas of its responsibility in accordance with the Health & 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.

Pupils and parents are expected to follow rules for pupils' safety:

1. Pupils taking school meals/packed lunches will remain in the playground before and after their meal.
2. Parents requiring to collect pupils from the playground or dining hall must come into school first and notify the Head Teacher or a member of staff. Please come in the main entrance to the Secretary's office. Parents must not approach pupils in the playground.
3. Pupils must be collected from school to attend dental appointments etc. A note prior to this is much appreciated.



MEDICAL CARE

Accident Procedure/Illness in School

In the case of serious accidents parents/carers are contacted immediately and asked to come to school or the pupil is taken to the local surgery/A&E and parent/carer asked to go there. Parents/Carers are asked at enrolment time to complete a personal care permission form to allow staff to assist children when necessary if they experience sickness or diarrhoea at school. Parents/Carers will also be informed if there has been a head knock or any facial injury to ensure they can continue to monitor their child's wellbeing after they arrive home. Any other first aid treatment at school will be shared with parents/carers through a note home at the end of the day.

Parents must inform the school of any special medical conditions or requirement and Care Plans will be jointly drawn up between home, school and health services where necessary.

Please make sure that the school knows where to contact you and keep all emergency contact numbers up to date.

Administration of Medical Procedures

All members of staff who have agreed to be involved in the administration of specific drugs to pupils suffering from all epileptic seizure or a severe allergic reaction and who are required to apply specific drugs to those pupils will be covered by East Lothian Council's Public Liability Policy.

Parents/carers wishing any medicine prescribed by the doctor to be administered in school (e.g. asthma inhaler) must bring the medicine to the Secretary and complete a permission form. Medicines will not be given unless this form has been completed.



School Ethos

Creating a Positive Ethos

At Windygoul we promote the learning of the UN's Convention of Rights for the Child through focused studies and Assemblies. We promote a positive behaviour approach and use restorative practice to support our inclusive ethos and to help develop skills to face everyday situations.

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>

Windygoul Primary School engages with the East Lothian Council policy document "*Included, Engaged and Involved: Managing Distressed and Challenging Behaviour*". The aim of the policy is to support school communities to keep learners included, engaged and involved in their education and will improved outcomes for all East Lothian children and young people by:

- Supporting schools to focus on developing positive relationships and a whole school ethos where children and young people feel included, respected, safe and secure.
- Supporting staff to deploy effective strategies which support pupils who may be exhibiting distressed or challenging behaviour.

(Included, Engaged and Involved: Managing Distressed and Challenging Behaviour, Pg3)

A link to the document can be found below:

https://www.eastlothian.gov.uk/download/meetings/id/19541/04_included_engaged_and_involved_a_positive_approach_to_preventing_and_managing_school_exclusions

Positive Behaviour & Anti-Bullying Policy

- The school adheres to the East Lothian Anti-bullying Policy
- Incidents of bullying are recorded as part of that policy.
- School aims to create an ethos where bullying is eliminated with examples of pro-active strategies e.g. social skills training, rewarding positive behaviour, provision of playground play equipment, buddying systems.
- The school's Anti-bullying Co-ordinator is the Head Teacher.

Further information can be found at:

<http://edubuzz.org/windygoul/school-policies/>

In order to maintain a happy environment for everyone in school pupils are expected to obey the Golden Rules and follow instructions given by teachers and other adults working in the school. Pupils are all involved in drawing up the rules for their own classes as part of the initial settling in at the beginning of session and are seen as a key part of the process.

We have a number of strategies, which we follow, before contacting parents/carers to discuss a discipline problem. All parents will be issued with a copy of our new revised Positive Behaviour and Anti-bullying Policy at the beginning of session which has been amended after pilots last session and evaluation across the school community. We work co-operatively with parents/carers to ensure standards of behaviour are met.

Pivotal Positive Behaviour Approach

Our approach to behaviour management is to consistently praise those children who are demonstrating that they are 'Ready to Learn'. We base our behaviour approach on 3 key terms; Ready, Respectful and Safe.



- Am I Ready to learn?
- Am I being Respectful of everyone in our school?
- Does everyone feel Safe to learn?

We use stepped boundaries to ensure that everyone in our school has a clear understanding of how to be Ready, Respectful and Safe at all times. All teaching staff have had training in this approach to behaviour management and a copy of our approach is available on our school website.

MOBILE PHONES

The school appreciates the need for some children to bring mobile phones to school so that contact can be made with parents/carers at the end of the school day. However, all mobile phones brought to school should be switched off and handed to the class teacher at the start of the day to be locked away. Phones will be returned by class teachers at the end of the school day.

PLAYGROUND SUPERVISION

When pupils are at school, the responsibility for their safety rests with the Council. The Head Teacher and staff including playground supervisors undertake this responsibility as the Council's representatives. This means that reasonable steps will be taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken. Play areas are allocated at specific times to ensure a fair opportunity to experience different parts of the playground and toys are put out to encourage positive play. Quiet areas are on offer alongside a zoned area if the main playground proves to be too large for individual children to cope with. At Windygoul specific staff are employed to supervise in the playground alongside support staff to ensure that accidents or difficulties receive immediate attention.



Toys must not be brought to school as these may be broken, lost or swapped which can add to conflict situations which we would rather avoid. The school accepts no responsibility for such items.



Communication with Parents

Windygoul has an Open Door Policy and we welcome Parents and Carers as a vibrant part of our school community. Teachers are available to consult with parents/carers at the end of a school day if any issues arise and this should be requested through the school office. They will not be able to talk to anyone at the beginning of the day as they have responsibility for the pupils at that time and we would appreciate your understanding of this.

Where there is more than one parent/carer to have information shared with we will do everything in our power to keep everyone in the loop. The best way of ensuring this happens is to keep email contacts up to date and we can get information out quickly through this method. Our School Website is an excellent place to find key information about our school and is updated regularly with everything going on in our school. All of our pupils get the opportunity to share their achievements and good work on our Website and Twitter. You can access our website at <https://www.edubuzz.org/windygoul/> If you have the Twitter app you can follow us @WindygoulPS



A monthly School Newsletter sharing information, celebrations, concerns and a calendar of known dates is distributed to all families and posted on the school Website.

Windygoul also operates a Groupcall text messaging system to keep parents/carers updated with events at short notice or of any necessary changes to plans. This means of communication has proved to be very successful. Please ensure you keep us up to date with any change of contact number in order to keep this line of communication open.

Parents/Carers should note that children can only be collected from school by the parent/carer with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil then the school should be informed in advance.

Windygoul has Parent/Carer/Teacher Consultations three times a year for a face to face meeting about individual children. These normally take place in October, February and April over the course of 1 night and 1 Friday afternoon, with 10 minute appointment slots being allocated. Support for Learning teachers, the PE teacher and members of the Management Team are also available for consultations during this time.

An Information Evening is put on in June for the parents/carers of the new intake for August and then a follow up Curriculum Evening is offered in September to explain the curriculum more fully once the children are settled in school. There is an annual whole school Curriculum Evening or Open Day which highlights a current educational issue or development. This is led jointly by staff and pupils.

If at any point during your child's time at Windygoul you have a concern please don't hesitate to get in touch their class teacher or a member of the Senior Management Team. We will listen to your concerns and ensure you are fully informed of how your child will be supported to find a solution.

Absence

Parents/carers are asked to ensure they make contact with the school to report their child's absence or lateness. Any unknown absences or latenesses will result in parents/carers being contacted to ensure the safety of all our pupils. If this contact cannot be made concerns will be passed on to the Integration Team who will continue to try and make contact.

Children who have experienced vomiting or diarrhoea must remain off school for **48 hours** after their last bout of illness to ensure there is no spread of infection.



Holidays

A list of holiday dates can be found at the back of this booklet. The School Administrator can supply further copies on request. Whenever possible, holidays should be arranged out with term times.

The Scottish Government has issued new instructions for coding absence and attendance in registers. All holidays taken during term will be marked as an unauthorised absence. There are a few exceptional circumstances but these will be very rare. Such circumstances may include a family holiday judged to be important to the well-being and cohesion of the family, following serious or terminal illness, bereavement or other traumatic event.

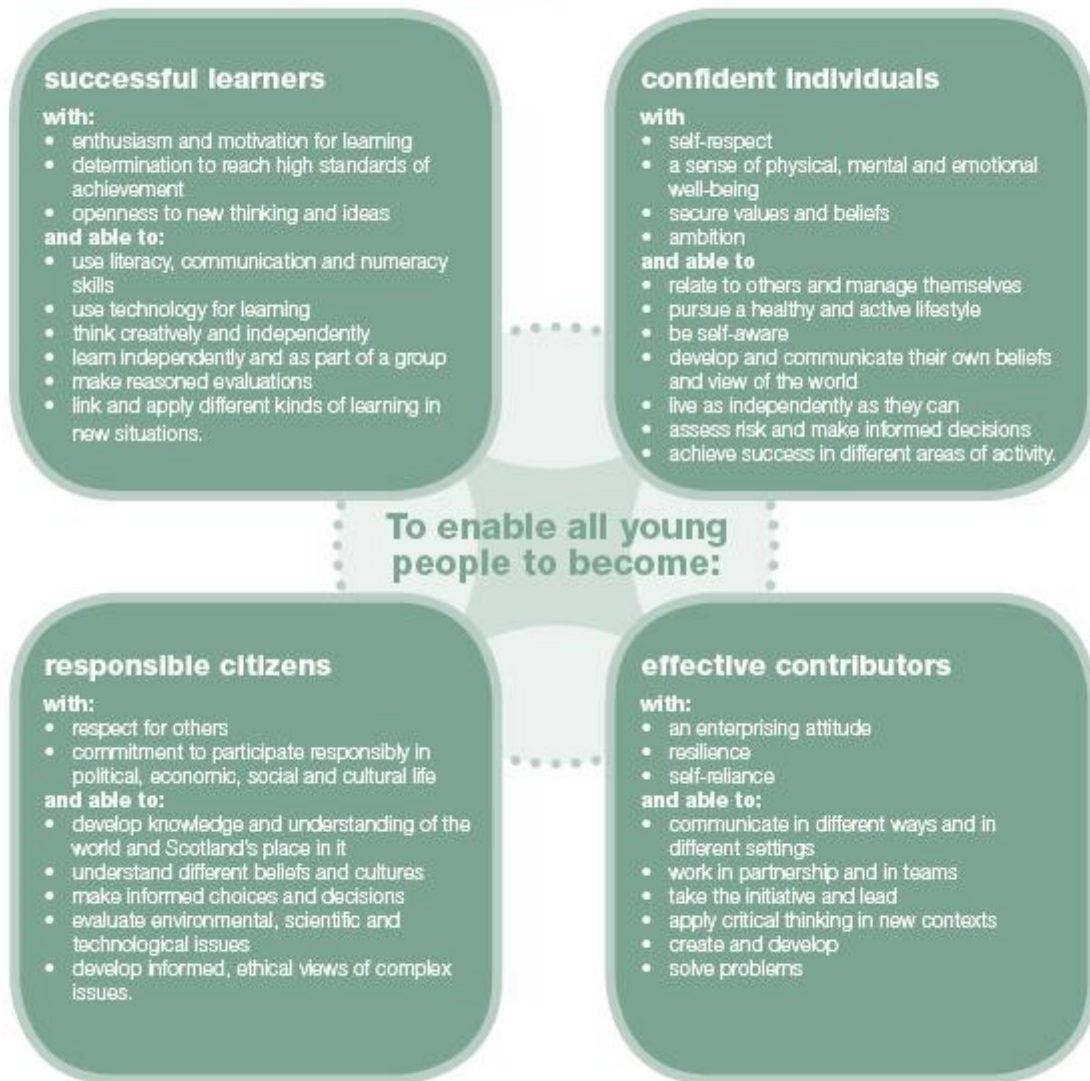
If you intend removing your child from school for a family holiday please inform the Head Teacher. The dates will be noted and marked as an unauthorised absence.

Complaints Procedures

We would hope that any complaint is resolved at school level through positive relationships. If you have cause for concern, please contact us as quickly as possible so we can find a resolution. If parents/carers remain dissatisfied then the procedures contained within “How to make a comment, compliment or complaint about a Council service” should be followed and further information can be obtained at:

<https://www.eastlothian.gov.uk/complaints>

Purposes of the curriculum 3-18



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: <http://www.eastlothian.gov.uk/curriculumforexcellence>
<https://www.gov.scot/policies/schools/school-curriculum/>

Assessment and Reporting

What is meant by assessment?

Assessment tells us what children and young people know, understand and are able to do. Assessment is a process which supports your child's learning from Nursery through to S3 and not a series of events "done to them." By involving your child in the whole process of learning and assessment and allowing them to take responsibility for their own learning, it raises their standards of achievement and develops their skills for learning, life and work. Progress therefore becomes a measure of your child's success in setting high expectations and successfully achieving them.

What is assessed?

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.

There are also three key areas which all teachers are responsible for teaching Literacy across learning, Numeracy across learning and Health and Wellbeing across learning.

Assessment and Reporting across East Lothian Schools

Each curriculum area is broken down into a set of experiences and outcomes. These experiences and outcomes in each area are then grouped as Early Level (Nursery—P1); First Level (P2-P4); Second Level (P5-P7); Third and Fourth Levels (S1-S3). The Experience describes the learning whilst the Outcome represents what the learning will achieve. This is often explained from the pupil's perspective as an 'I can....' statement.

What's in an "outcome"?

- The learning within each outcome is given to your child as a series of learning intentions.
- Each learning intention is supported by success criteria which are your child's steps to achieving success in learning.
- As each pupil achieves the success criteria, teachers and your child can both see the progress in learning which is being made across outcomes within each curricular area.

How are we assessing?

Teachers look at a range of evidence of learning which your child has produced before summing up his/her progress at that point in time. Some concrete examples of evidence might be:

- Self-assessment of a written story focusing on paragraphing, use of descriptive language and a coherent plot.
- A maths "check-up" worksheet on equivalent fractions.
- A PowerPoint presentation on a country's climate, land composition and geographical landmarks.
- A teacher's observation of ball control in P.E.
- Standardised Assessments such Scottish National Standardised Assessments (SNSA). More information can be found at <https://standardisedassessment.gov.scot/>

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.

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 new curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge. Therefore reporting must now include information on progress which is either developing, consolidating or secure depending on how well your child has developed a breadth of learning, in challenging aspects and applied this learning in other curricular areas or contexts.

If your child has had opportunities to show breadth, challenge and application in the different curricular areas, but has not evidenced each through their learning and across a level, the teacher may report that your child is “developing.”

If your child demonstrates a range of evidence, where he/she has met challenges and deepened his/her learning, then your child will be “consolidating” their progress.

If your child has demonstrated that they have knowledge and understanding and skills across a breadth of learning, whilst meeting challenges across this breadth to deepen their learning and applied all of this in another context or curricular area consistently, then the teacher will report that your child is “secure.”

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

- Pupil reports are used to sum up your child’s progress in learning across the curriculum.
- Regular Parent Consultations
- 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 as Very Good, Good, Fair or Unsatisfactory. They will also report on the level of support given as Little, Some, Frequent or Considerable.

When do schools assess?

Assessment takes place as part of everyday learning and teaching, periodically and at key transitions. As part of everyday learning, teachers are continuously assessing their pupils’ progress using learning intentions and success criteria as measures of pupils’ success. From time to time, teachers will use tests to assess children and young people's progress and achievements in order to be able to plan ahead, record and report on progress and support learners.

Transitions are the moves children and young people make, from home to nursery, from stage to stage, from primary to secondary, to further education and employment. Information about a learner's progress and achievements will be passed on to make sure that their broad general education continues 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.

Further information can be found at:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

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

<https://education.gov.scot/parentzone/Learning-in-Scotland/Assessment-and-achievement>



Support for Pupils

At Windygoul we work closely as a team with additional support for learning being the responsibility of all staff. Miss Innes, our Principal Teacher, currently works with the Pupil Support Team to meet the needs of our learners across the school.

Areas of Responsibility

The Pupil Support team have responsibility for different year groups across the school and class teachers have the opportunities to liaise with the team on an ongoing basis.

Miss Innes – Overall responsibility for Pupil Support, oversight for Nursery, P1 and P5

Mrs Alcock – Oversight for P2 and P3

Mrs Sharp – Oversight for P4

Mrs Mackinnon – Oversight for P6 and P7

The CIRCLE Framework

Class teachers at Windygoul Primary School work in collaboration with the Pupil Support team through the use of the CIRCLE (Child Inclusion Research into Curriculum Learning Education) Framework to support the inclusion of all learners within the school environment. The framework refers to inclusion as the extent to which a learner participates in school life, is accepted by their peers and progresses with their learning. It considers the four main areas of:

- The environment (Physical and Social)
- Routines and Structures
- Motivation
- Skills

Child Planning Meetings (CPM)

Planning for individual learners is not just about writing a document. It offers opportunities for everyone involved to develop increased knowledge and understanding of the child or young person, by learning about how they cope across contexts. It encourages parents, professionals and the child or young person to develop joint commitments to achieving shared and agreed aims and targets. It enables parents to develop their understanding of how staff in school are working with their child. It enables children and young people to have a better understanding of the purposes and outcomes of the activities they do in school. It ensures that members of the school team identify and own their responsibilities to the child or young person.

The key partners involved in planning are school staff, the parents, any other professionals involved and - wherever possible - the child or young person. All should be involved in identifying and agreeing the targets and in implementing, monitoring and reviewing the plan. It is essential that everybody involved in contributing to and/or reviewing a plan has access to a shared information and knowledge base. Designated time for education staff to meet and share information with other professionals and with families also is key to achieving this.

Co-ordinated Support Plans (CSP)

A Co-ordinated Support Plan (CSP) is a statutory document drawn up for children and young people with the most complex and enduring additional support needs, where a high degree of co-ordination of support from education service agencies and other agencies outwith education is required. It is subject to regular

monitoring and review. It is a planning document to help co-ordinate the role and the degree of involvement of other agencies and is not linked to resources.

A Co-ordinated Support Plan must contain:

- The education authority's conclusions as to the factor or factors from which the additional support needs of the child or young person arise
- The educational objectives sought to be achieved taking account of those factors
- The additional support required to achieve these objectives
- Details of those who will provide this support
- The name of the school the child or young person is to attend
- The details of the person who will co-ordinate the additional support identified in the plan, or details of any person nominated by the education authority to carry out the co-ordinator function - if not an education authority official
- The details of a contact person within the local authority from whom the parents or young person can obtain advice and further information

Individualised Educational Plan (IEP)

An Individualised Education Plan (IEP) is for children who require extensive modifications to the curriculum to allow them to access appropriate learning activities. An IEP describes in detail the nature of the child's or young person's additional support needs, the ways in which these are met, the learning outcomes to be achieved and specifies what additional support is required. Any specialist agencies involved will be included in the planning stage so that supports and targets can be included.

The process of preparing the IEP is not just about writing a document. It offers opportunities:

- To help school staff and parents to develop increased knowledge and understanding of a child/young person by learning about him or her in other contexts
- For parents and professionals to develop joint commitments to working to achieve shared and agreed aims and targets on behalf of the child or young person
- For parents to develop their understanding of the different agencies working with their child
- For members of the school team to identify and own their responsibilities to the child/ young person
- For all involved to monitor, review and evaluate the effectiveness of provision for additional educational support needs

The IEP should detail:

- The additional support needs and the support that will be provided to meet those needs
- Adaptations to the school curriculum to help the child achieve those targets
- Basic information about the child or young person (name, date of birth, class)
- Brief outline of her/his strengths and needs, with reference to the child planning framework
- A list of relevant staff involved in supporting the plan (with contact details).
- It is essential to clarify who will facilitate, co-ordinate and manage the overall process.
- Long term targets, to be reviewed at least once a year
- Long -term targets will usually be achievable over one school session and be addressed by being broken down into a number of short-term targets.
- These are usually steps towards meeting each of the long-term targets. They should be SMART (Specific, Measurable, Achievable, Relevant, Timed), and detail, as appropriate, the methodology and resources to be used and the member of staff who will co-ordinate. Review of these does not necessarily require a face to face meeting. A telephone discussion, letter or discussion at parent's evening is sufficient. What is key is that the child or young person and parents are given an opportunity to comment on progress.
- IEP implementation date and IEP review date

- IEPs should be reviewed annually by means of a meeting involving school staff, parents and other professionals. One of the key functions of an annual review is to review the long-term targets for the year just ended and to revise and up-date them as necessary

Further information regarding support for pupils can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning/12322/additional_support_for_learning

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 Staged Assessment and Intervention 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.

Team Teach

We pride ourselves in East Lothian on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated, and we will do our best to help pupils using communication skills, distraction techniques and removing triggers where possible.

However, there may be times when children need more help, this may require staff's physical support to intervene and ensure the pupil's own safety, or that of other pupils and staff, or that property is not seriously damaged. In East Lothian Council, we have adopted the Team Teach approach to manage challenging behaviour, and staff are trained and accredited to use a range of techniques.

All incidents where it has been necessary to use physical intervention with the children are recorded in school, and 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 consistently followed by all school staff. We will also ask you to share this information with other people/agencies supporting your son/daughter, e.g. transport, respite, link family, etc. If you have any questions about how we manage behaviour at school, or about the Team Teach approach please contact the Head Teacher.

School Session Dates

Below are the school session dates for 2017-2018

Term 1

Staff In-service Day 1 - Monday 12 August 2019

Staff In-service Day 2 - Tuesday 13 August 2019

Pupils Resume - Wednesday 14 August 2019

Autumn Holiday (schools closed) - Friday 13 September 2019

Autumn Holiday (schools closed) - Monday 16 September 2019

All Return - Tuesday 17 September 2019

All Break - Friday 11 October 2019

Staff In-service Day 3 - Tuesday 22 October 2019

Pupils Resume - Wednesday 23 October 2019

Term Ends - Friday 20 December 2019

Term 2

Additional Staff In-service Day - Tuesday 7 January 2020

Pupils Resume - Wednesday 8 January 2020

All Break - Friday 7 February 2020

Staff In-service Day 4 (pupils off) - Monday 17 February 2020

Pupils Resume - Tuesday 18 February 2020

All Break - Friday 3 April 2020

Good Friday (schools closed) – 10 April 2020

Easter Monday (schools closed) – 13 April 2020

Term 3

All Resume (staff and pupils) - Tuesday 21 April 2020

May Day (schools closed) - Monday 4 May 2020

All Resume - Tuesday 5 May 2020

VE Day 75 Celebrations – Friday 8th May

Staff In-service Day 5 (pupils off) - Monday 18 May 2020

Pupils Resume - Tuesday 19 May 2020

Term Ends - Friday 26 June 2020

EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook
(Appendix to School Handbook)

December 2019

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- Scottish Government Education Department
-
- Assistance with provision of school clothing
- Free school meals
- Free School Meal (Primary 1, 2 and 3 pupils)
- Education Maintenance Allowance (EMA)
- Employment of Children
- Home Education
- Transport: Policy of the Council and Local Arrangements
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- Complaints Procedures
- Unacceptable Behaviour
- Schools within East Lothian
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- Scottish Government Education Department

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.

Parents who no longer live together – 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.

Respect me (Scotland's Anti-bullying Service) offer a range of support and advice on matters pertaining including the following:

- Respectme website <https://respectme.org.uk>
- Respectme videos <https://respectme.org.uk/resources/videos/>
- Respectme resources including: Bullying – Guide for parents and carers; Addressing Inclusion; For children and young people: Bullying – what are my options?; Responding to Bullying – What are my options? <https://respectme.org.uk/resources/publications/>

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 Education Scotland Inspection/Care Inspectorate Inspection, School Review visits and East Lothian Annual Parental Engagement Consultation.

The Parental Engagement Strategy and further information on Parent Councils can be found at:-
https://www.eastlothian.gov.uk/info/210557/schools_and_learning/12100/parental_involvement

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 Bev Skirrow, Principal Officer, Resources and People Services, telephone number 01620-827228 or by e-mailing bskirrow@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.

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.

CONNECT

Connect 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 info@connect.scot, the website <https://connect.scot/> or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB. East Lothian Council takes out an annual membership with Connect for their Parent Councils and this membership provides public liability insurance.

East Lothian Association of Parent Council Members

This Association meets approximately twice a term (one formal and one informal meeting) and is chaired by a parent 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 Chief Operating Officer (Education) and the Parental Involvement Officer attend these meetings.

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

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

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. 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.

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.
- Reporting is used to sum up your child's progress in learning across the curriculum. This can be done in a variety of ways including parent/pupil consultations, short regular reports, learning journals, end of year reports.
- 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.

Scottish National Standardised Assessment (SNSA)

All our schools use Scottish National Standardised Assessment to support professional judgement about pupil's progress in literacy and numeracy. These assessments 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. These assessments 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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. 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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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

Inclusion and Equality

East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing.

The legislative and policy landscape includes, but is not limited to, the following:

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs.
- The *Children (Scotland) Act 1995* represented a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also made it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families.
- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it placed a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and to involve them in decisions, which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records) (Scotland) Act 2002* requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra-curricular activities, to school buildings and to information.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* explains the duties placed on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability.
- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting It Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people being paramount. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included, collectively known as SHANARRI) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.

- *The Carers (Scotland) Act 2016* (implemented in April 2018) states that each Local Authority has a duty to prepare an overarching young carer statement plus prepare for each young carer an individual statement which identifies personal outcomes, identified needs and any support to be provided to meet those needs.

Taken together these frameworks require Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential
- Prevent discrimination of pupils with disabilities/ protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning
- Plan for accessibility of the curriculum, school information and physical access
- Consider the wellbeing of children and young people

The following East Lothian Council policies and procedures outline the way in which the above legislative requirements are met:

- Child's Planning Framework guidance (2017)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2017)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional Support Needs (2017)
- Accessibility Strategy (2015-2020)
- Included Engaged – Positive Approach to preventing and managing school exclusions
- Included Engaged – Assessing and providing for ASN for children and young people
- Included Engaged – Managing distressed and challenging behaviour

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

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

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.

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 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:

Educational Psychology Service John Muir House, Haddington, East Lothian, EH41 3HA.
Telephone number 01620-827827

Further information can be found at:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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 these services is necessary in certain circumstances in order for East Lothian Council to carry out duties related to it's Public Task. In any circumstances where information sharing does not fall within the "Public Task" requirement, consent will be sought from 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. Where appropriate, the consent to share should be recorded by the professional. Additionally, there are 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

Exceptional circumstances in which information may be disclosed without consent

In addition to situations where information is required to be shared in order for East Lothian Council to satisfy it's Public Task duties, 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, Tel 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:
https://www.eastlothian.gov.uk/info/210558/social_care_and_health

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.

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 Chief Operating Officer (Education) and four Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. In addition, we have one Quality Improvement Officer who works across the South East Improvement Collaborative (SEIC). 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 review visits to schools and provide reports as appropriate.

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

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

One other Quality Improvement Officer has the overall responsibility for Early Years across all Early Learning and Childcare provisions and partnership settings.

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 at school level and Depute Head Teacher level.

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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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, working with 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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

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.

East Lothian Council's use of Pupil Data

The personal information East Lothian Council needs to collect on your child/children is required to secure the safety and welfare of every child of school age and ensure that their education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential

The information is stored and processed electronically. The data is processed because we have a legal obligation to do so, and is done so in accordance with the GDPR and the Data Protection Act 2018.

For more information about how and why we use personal data, please visit
www.eastlothian.gov.uk/enrolment

Scottish Government Statutory Returns

The Scottish Government have legal powers to request data with regards all children and young people being educated in Scotland's schools which schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

The Scottish Government need this information in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education and providing school level information.

For more information on the collection and processing of your child's/children's personal data by the Scottish Government, please visit <https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices> and select the Privacy Notice titled "EAS Learning Analysis Unit - Privacy Notice for parents".

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).

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. Schools will following the Included Engaged – Positive Approach to preventing and managing school exclusions policy.

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 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 £6,900 or Universal Credits with a monthly take home pay below £610 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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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 an annual income of less than £6,900 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:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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 £6,515
- 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. Further information and Application Forms are available on line https://www.eastlothian.gov.uk/info/210557/schools_nurseries_and_learning/11902/education_maintenance_allowance and further information is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the by-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 or by contacting the school.

Further information can be found at:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

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 Health Service.

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.

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 & Children's Services. The Head of Education & Children's Services 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 Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education & Children's Services 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, the Council's Facebook page, and the Council's website <https://www.eastlothian.gov.uk/>

Whenever possible, schools will update their own school website with 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:
https://www.eastlothian.gov.uk/info/210560/your_council/12166/comments_complaints_and_compliments/1

Unacceptable Behaviour

East Lothian Council does not tolerate aggressive or abusive behaviour towards staff.

Schools within East Lothian

A list of all primary and secondary schools can be found at:
https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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 & Children's Services	Vacancy	01620-827222
Chief Operating Officer (Quality Improvement and Early Learning and Childcare and East Lothian Works)	Lesley Brown	01620-827647
Principal Educational Psychologist	Lynne Binnie	01620-827998
Education Service Manager (Strategy & Operations)	Richard Parker	01620-827494
Parental Involvement Act (Parent Councils/Forums)	Bev Skirrow	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 2020/21 are available on the Council's website <https://www.eastlothian.gov.uk/>

Scottish Government can be contacted at:

Scottish Government Education Department
Victoria Quay
EDINBURGH, EH6 6QQ
<https://www.gov.scot/>

Accuracy of Information

The information contained in this booklet was accurate as at October 2019.

December 2019