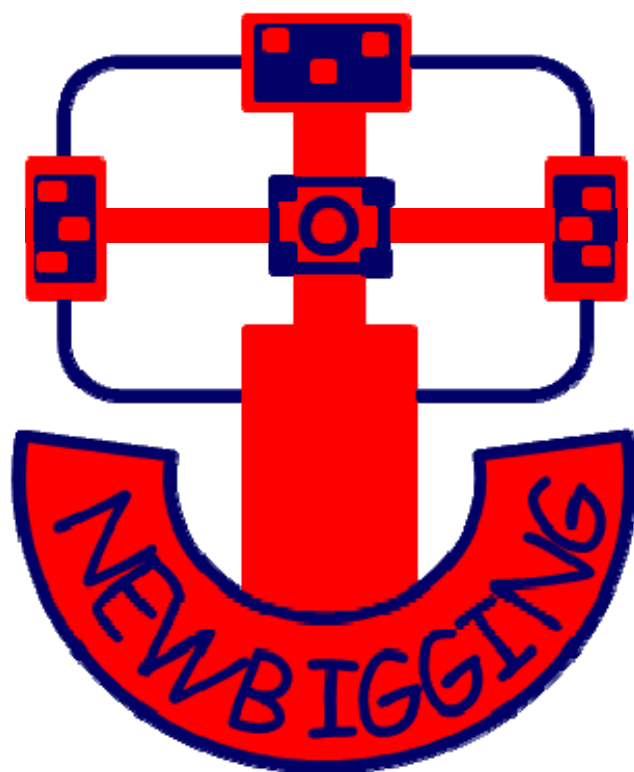


NEWBIGGING PRIMARY SCHOOL

2019



Newbigging Primary School Handbook

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

CONTENTS

- Angus Council Information:
 - Contact Details:

Angus Council People Directorate
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 01307 476337
Fax: 01307 461848
Email: People@angus.gov.uk
 - [Early Learning and Childcare Provision](#) (primary schools only)
 - [School Clothing Grants](#)
 - [Education Maintenance Allowance](#) (secondary schools only)
 - Pupil Absence Procedures ([Attendance and Absence](#))
 - [The Complaints Procedure](#)
 - [Parental Involvement / Parent Councils](#)
 - [Curriculum for Excellence](#)
 - Curriculum Levels
 - The Senior Phase
 - Skills for Learning, Life and Work
 - Careers Guidance and Financial Advice
 - [Sex Education](#)
 - Drugs Education ([Drugs and alcohol misuse](#))
 - [Religious and Moral Education](#)
 - [Assessment and Reporting](#)
 - Transitions
 - [Starting Nursery](#)
 - [Enrolling in Primary School](#)
 - [Transfer to Secondary School](#)
 - [Leaving School](#)
 - [Post School](#)
 - [Support for Pupils](#)
 - [GIRFEC](#) (getting it right for every child)
 - [Gaelic Education](#)
 - [School Meals](#)
 - Special Dietary Requirements
 - Snack Provision in Nursery
 - [Applying for Free School Meals](#)
 - [Administration of Medicines](#)
 - [Transport](#)
 - [Insurance](#)
 - [Music Services](#)
 - [Parental Access to Records](#)
 - [Child Protection](#)
 - [Holding and Storing Pupil and Staff Data](#)
 - [Emergency Closures & Transport Updates](#)
 - [School Holiday Dates](#)

CONTENTS (Cont.)

- Contact Details
- Organisation of the School Day
- School Staff
- Visits of Prospective Parents
- School Uniform
- Parental Concerns
- The Complaints Procedure
 - Fairness and Confidentiality
 - Recording
 - Feedback
- Parental Involvement
 - Becoming Involved In School
 - Opportunities for Parental Involvement
- School Ethos
- School and Community Links
- Positive Behaviour Management
- Good to Be Green
- Celebrating Achievement
- Extra-Curricular Activities
- Eco Group
- Junior Leadership Team
- Learning Opportunities
- The Pupils and Parents Voice
- Liaison with Secondary School
- School Improvement
- School Improvement Plan
- Health Care
- Useful Links & Contact Details

CONTACT DETAILS

School Name	Newbigging Primary School
Address	33-35 Pitairlie Road, Newbigging, Dundee, DD5 3RH
Telephone Number	01382 768121
Twitter	@NewbiggingPS
Email Address	newbigging@angusschools.org.uk
Head Teacher	Mr Tony Jordan
Principal Teacher	Mrs Laura Cowper
Class Stages	P1-5 P6-7
Present Roll	18

ORGANISATION OF THE SCHOOL DAY

School Hours:

Morning Session	9.00am – 12.30pm
Morning Interval	10.30am – 10.50am
Afternoon Session	1.30pm – 3.20pm

In the interests of safety, at dismissal children should cross the main road where the School's Patrol Crossing Officer is present.



SCHOOL STAFF

Head Teacher	Mr Tony Jordan
Principal Teacher	Mrs Laura Cowper
Class Teacher – P1/4	Mrs Joyce Gray/Mr Kyle McLean
Class Teacher – P5/7	Miss Hannah Gray
Clerical Assistant/SPSA	Mrs Anne Bruce
School Chaplain	Rev Jean De'villers
Visiting Specialists	Mr Scott Petrie (Music) Mrs Pam Christie (PE) Miss Adele Sharp (Art) Mr Steven Gibbons (Kodaly)
School Crossing Patrol	Mrs Wilma Keiloh
School Janitor	Ms Mary Towns
School Cleaner	Mrs Kimberly Sturrock

VISITS OF PROSPECTIVE PARENTS – see link below:

<http://www.gov.scot/Publications/2010/11/10093528/0>

Parents considering sending their child to Newbigging School are welcome to visit the school, speak with the Head Teacher and have any queries answered. It is best to make an appointment before doing so, as the Head Teacher is a shared Head with another school. Contact the school on 01382 370245 or by email at newbigging@angusschools.org.uk.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Parents are welcome at all times to contact the school regarding any queries they may have.

SCHOOL UNIFORM

In order to develop a feeling of belonging and pride in the school we encourage pupils to wear the Newbigging School uniform. School sweatshirts are available to order at any point throughout the year from Tesco Embroidery online. This service is competitively priced with free delivery and returns, plus the school receives 5% cash back on all purchases.

BOYS white shirt or polo shirt; grey jumper or school sweatshirt; grey or black shorts/trousers; black shoes



GIRLS white blouse or polo shirt; grey jumper/cardigan or school sweatshirt; grey or black skirt/pinafore/trousers; black shoes (dress for the summer – optional)



PE KIT white t-shirt, black/navy shorts, spare shorts and gym shoes in a bag with pupil's name. Football strips are not to be worn as PE kit



Pupils should leave PE kit in school, in a named bag. PE kits will be sent home at the end of each term for washing. All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

PE – Health & Safety

- Long hair should be tied back for ALL PE activities
- Shoe laces must be tied
- Any jewellery must be removed for P.E. and swimming
- All personal effects (such as ear studs, watches etc.) should be removed
- If personal effects cannot be removed, the adult in charge will take action to make the situation safe (e.g. adjust the activity for the individual pupil or group)
- Taping over ear studs is sometimes used to make the situation safe. However, the adult in charge must be confident that this strategy will be safe and effective
- If the situation cannot be made safe, the individual pupil will not be allowed to actively participate.

PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or if you would prefer to discuss the issue with a member of the management team please contact Mr Jordan, Head Teacher, or Mrs Cowper, Principal Teacher.

The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE – see link below

https://www.angus.gov.uk/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services

Further advice on Angus Council's complaints procedures may be found in the above link.

At Newbigging we seek parents' and pupils' views on a regular basis throughout the session about a wide range of issues, from specific learning and teaching strategies to how well we manage behaviour and how welcoming the school is when you visit. Your views play an important part in all our planning for improvement.

If you have any concerns, complaints or issues you'd like to discuss, please feel free to contact either Mr Tony Jordan (HT), Mrs Laura Cowper (PT), your child's class teacher, Mrs Anne Bruce (school secretary), or the Chair of the Parent Council, Mr Craig Nugent.

Fairness and Confidentiality

All issues that are raised with us will be dealt with without bias or prejudice. No-one should be afraid to raise any issue and all will be treated with respect.

Recording

A summary of complaints, concerns, requests and enquiries is held in the appropriate pupil file. If you are still unhappy with our response you can contact Angus Council through Angus Council's Access Line on 08452 777 778.

Feedback

Parents are regularly asked for feedback about their children's progress through questionnaires, school newsletters and home/school jotters and working groups.

PARENTAL INVOLVEMENT

Becoming involved in school

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

Opportunities for Parental Involvement:

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Running or assisting to run a lunch/after school club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- Golden Time activities, e.g. board games, art and craft in small groups
- Eco Committee/gardening

Outwith the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas



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

The school has a number of ways in which it communicates to you information on your child's education:

- twice yearly Parent Contact evenings at which parents are able to discuss their child's progress with the teacher – November and June
- annual school report issued before the June Parent Contact

Parents are always welcome to come in outwith these times to discuss any aspect of their child's progress



All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their

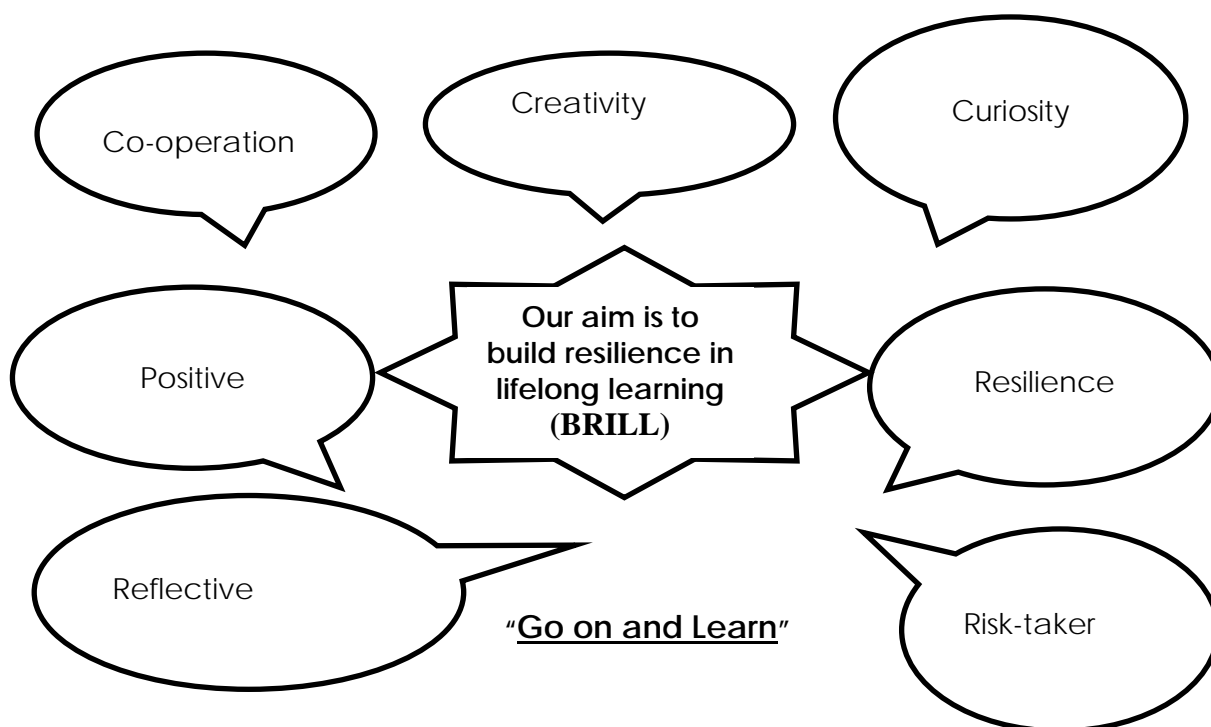
child's class teacher for a 10 minute interview and hear about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to support as appropriate the completion of homework tasks as advised by the school.

SCHOOL ETHOS

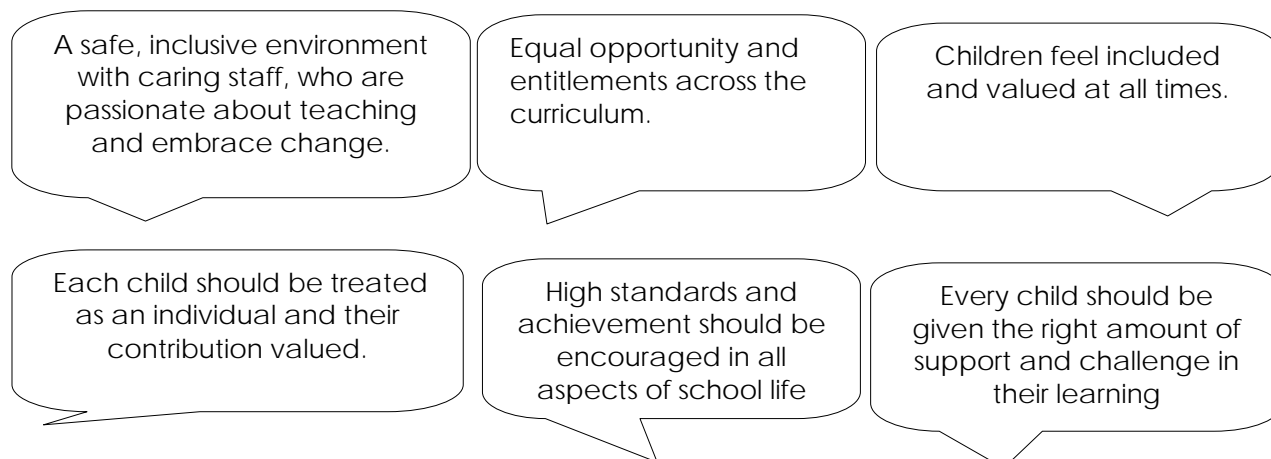
What our children want

Our values are based around the Getting It Right For Every Child approach (GIRFEC) and focus on the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) which are embedded within the daily life of the school. The children have recently developed their own Learner Qualities which form the basis of our school vision.

These qualities aim to develop our children's skillset in learning:



Parents have also had the opportunity to shape our school values. A parent forum group representing the wider parent body met and shared their views:



Staff have also had the opportunity to discuss our values. Their feedback includes these offers:



Where Are We Right Now?

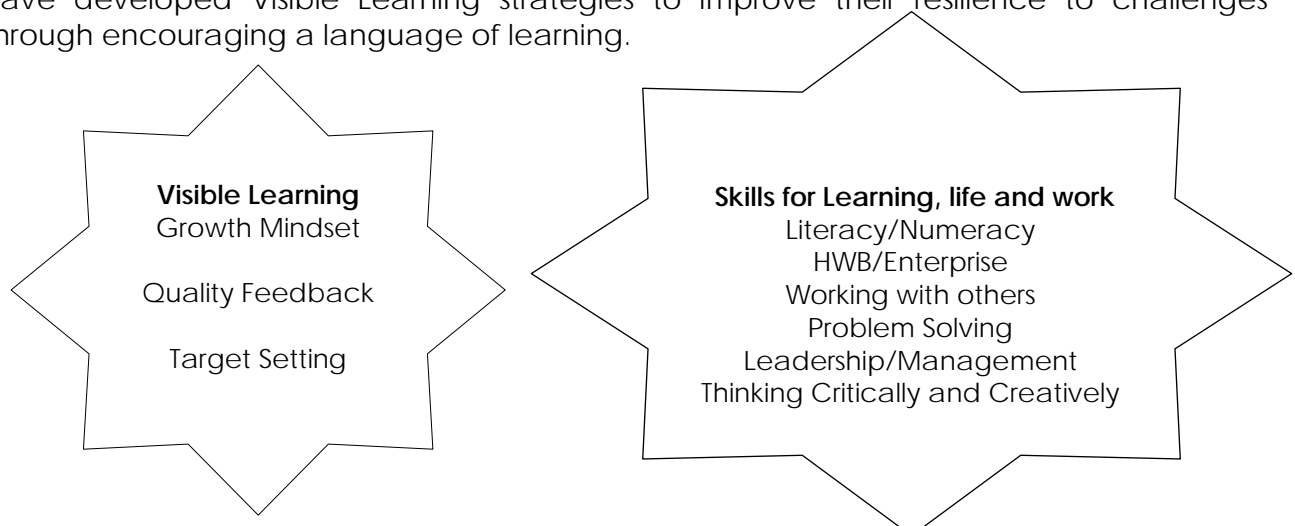
Our agreed school vision is to: **Build Resilience In Lifelong Learning (BRILL)** This is the cornerstone to raising attainment and developing resilience across learning for all. Our school community will work collaboratively to ensure resilience is at the centre of all our learning. We will develop strategies to challenge their thinking and support them in situations of adversity.

We aim for all our children to be supported and challenged in their learning. Our motto is to: **"Go on and Learn" (GOAL)** which encourages our pupils to take responsibility in their own learning. **We aim to develop children in the four capacities** as; responsible citizens, confident individuals, effective contributors and successful learners. Pupils, parents and staff will be supported and involved in self-evaluation, dialogue and target setting to ensure the planned learning meets the needs of individuals. Teachers will strive to improve their pedagogy through professional development opportunities, moderation tasks and collaborative activities with colleagues to ensure consistency and progression across all learning.

Our Children's Entitlements

Aim: Our children are entitled to a coherent curriculum. This must offer a broad general education that demonstrates well planned learning, develops skills for learning, life and the workplace and offers equity for all to achieve within school and beyond.

To ensure our children's entitlements are consistent across our learning community we have developed Visible Learning strategies to improve their resilience to challenges through encouraging a language of learning.



SCHOOL AND COMMUNITY LINKS

Newbigging School is an active member of the community. The local area is used as a rich resource for learning and forming partnerships. The community is often involved in supporting the school with the many fundraising/social events organised by staff and through the Parent Council. Expertise within the local community is used to support the learning journeys of our pupils wherever possible.

POSITIVE BEHAVIOUR MANAGEMENT

https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/anti_bullying_policy

GOOD TO BE GREEN

The Good to be Green behaviour system is in place at Newbigging Primary School. The children are encouraged to live by the SHANARRI values agreed across our school. If they stay on green they are rewarded with a daily stamp in their Good to Be Green record books. The children must earn 30 stamps to receive their bronze award, 70 for their silver award, 120 for their gold award, and 180 for their platinum reward. These rewards will be celebrated with prizes and certificates. There are also consequences such as loss of Golden Time and no daily stamp if our school values are not maintained.

The pupil council agreed changes of consequences and awards targets for this session due to feedback from pupils, parents and staff. This Good to be Green book will come home every Friday and we ask that you sign it and ensure it is returned to school on the Monday.

CELEBRATING ACHIEVEMENT

Children are encouraged to bring in photographs, certificates and objects that reflect achievement out with school. These are displayed on the children's Learn Anywhere Learn Anytime (LA LA) maps. These achievements are discussed and celebrated with the whole school community and linked to High Order Thinking Skills. This offers our children the opportunity to link their experiences to lifelong learning.

EXTRA-CURRICULAR ACTIVITIES

In addition to the activities within school, there are others undertaken out with school time.

Residential Visit	Every year P7 have the opportunity to attend a residential outdoor activities experience at PGL Dalguise.
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Sports Activities	At different times of the year pupils are offered the opportunity to take part in various sporting activities such as Football, Golf Festival and Athletics Festival.
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We are currently working towards widening our range of extra-curricular activities and would welcome expertise from parents in order to achieve this. If you are willing to run a club, even for a short time, please contact the school.

ECO GROUP

There is an active Eco Group at Newbigging Primary School that includes representatives from across the school. This group is supported by a member of staff and encourages support from parents and the wider community. Its remit is to improve environmental

issues in and around our school and lead learning to the whole school community around Eco matters.

JUNIOR LEADERSHIP TEAM

There is an active Junior Leadership Team at Newbigging School including representatives from all stages. The JLT members were interviewed by staff at the beginning of session and they hold office for the duration of one year. Throughout the year they will meet regularly with a member of staff responsible for the JLT. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur, working with the Carnoustie Cluster schools, listening to their peers and liaising with the Head Teacher.

LEARNING OPPORTUNITIES



Your child will learn in a variety of different contexts and groups including ability, co-operative and social. Teachers share the planning with the pupils and every opportunity is taken to provide interdisciplinary learning by finding strong links between the curricular areas for a particular area of study.

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. electricity. This will be shared with parents through a WALT grid (We Are Learning To...) that is sent home each planning block.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with Carnoustie High School and other primary schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency. There are also planned transition activities for prospective S1 pupils throughout their last year in Primary School, and in June the children will spend 2/3 days at their chosen secondary school.



Carnoustie High School

SCHOOL IMPROVEMENT

Main Achievements 2017-2018

School Improvement Priority 1: 90% of pupils are achieving or on track to achieving their level in numeracy by June 2018.

Progress & Impact:

PROGRESS:

- KWL grids inform planning.
- Classes use hot/cold tasks to assess learning and generate next steps.
- Data from assessments are shared at attainment/ planning discussions to identify any gaps in learning, next steps and ensure there is pace and progression.
- Classes with same stage work closely together to ensure expectations are consistent in numeracy and maths.
- Cluster wide CLPL and moderation of planning, resources and work with stage partners

IMPACT:

- Children are motivated and engaged.
- Children are given appropriate support and challenge to fill in the gaps in their learning and develop a depth of understanding.
- Flexible groupings used to ensure children are working at an appropriate level. This will ensure pace of progression is correct.
- The children are exposed to range of progressive topics and have more of a sense of ownership over their learning due to their input during the planning process.
- Consistent feedback encourages children to talk confidently about their next steps. This will link to learner qualities as we develop our language of learning.

Next Steps:

- Ensure higher order thinking skills become a focus in all classes to support and extend learning.
- Ensure the children receive consistent feedback from all staff that allows them to identify their next steps. Develop visible learning strategies.
- Continue to use and develop hot/cold assessments to inform planning.
- Continue to review groupings for different concepts/ areas of learning.
- Continue to develop the cluster CLPL sessions including leadership opportunities.
- Ensure parents are continuously informed about the learner's development.
- Ensure all children's' needs are being met appropriately through planning, tracking and monitoring their progress. Equity rather than equality.

School Improvement Priority 2: 100% of pupils are immersed in L2 (French) and are experiencing L3 (Mandarin) at their level by June 2018.

Progress & Impact: 3.1 Theme 1

PROGRESS:

- Staff have engaged in personal CLPL training in L2 (French) which has had a positive impact on the teaching and learning approaches in the classroom.
- Medium term plans detail Language Platform content being taught and shared on WALT grids for parents and learners.
- We encourage and promote leadership opportunities within our school community.
- Resources have been purchased to upskill staff and support meeting individual's needs e.g. digital technology.
- Support from Mandarin Teacher has grown the confidence of teachers to plan learning activities in L3.

IMPACT:

- Whole school confidence has been raised in L2 and L3 with the support of digital resources and Language Specialists input and support.
- Staff are supported with a rigorous quality assurance calendar, planned CLPL and opportunities to moderate the learning cycle through school based and cluster planned activities. This has created a consistent approach to learning across the school.
- Pupils with ASN have their needs met through individual plans.
- More positive interactions and experiences for learners.
- French café gave the pupils and staff an opportunity to showcase their learning to the parents of L2 and L3.
- Pupils involved in shaping their learning, ideas are shared, an evaluation is made, and needs are identified and developed for all.

Next Steps:

- Staff to continue to engage with Language Platform, Year 2, do ensure progression and pace is managed effectively for all learners.
- Ensure all pupils are supported and engaged in their learning. (Visible learning).
- An open event for pupils to lead and teach parents language activities.
- Staff to have further planned CLPL opportunities to develop L2 and L3, including engaging in the John Muir Project incorporating languages with outdoor learning and enhancing partnerships within the school community.
- Use and purchase resources that improve our learners' experiences and continue to consult with other professionals.
- Develop further cross curricular links with L2 and L3 that include future showcase events to parents and the wider community.
- Develop transition to S1 across the cluster in languages with CHS.
- Develop an assessment tool to identify progress and support next steps in languages

SCHOOL IMPROVEMENT PLAN

How are we going to get there?

Year 1 2017-18

- *Develop Visible Learning, quality feedback and effective use of data to raise attainment in literacy and numeracy
- *Develop leadership and partnership opportunities for our children
- *Embed 1+2+3 modern languages curriculum across the whole school
- *Trial the use of numeracy and literacy curriculum maps and progression pathways
- *Improve mental maths strategies and numeracy/maths teaching across all levels including moderation opportunities
- *Involve pupils and parents in school improvement discussions
- *Agree how to evidence assessment data with consideration to teacher's workload

Year 2 2018-19

- *Develop Visible Learning through improved use of Growth Mindset and target setting
- *Develop effective collaborative learning opportunities between pre-school and P1
- *Focus on improved writing/reading across all levels including moderation opportunities
- *Evaluate the use of curriculum maps and progression pathways upon our medium term planning in literacy and numeracy
- *Create a three year planning cycle of IDL to ensure HWB, partnerships; enterprise projects and learning for sustainability are prioritised across all levels
- *Improve digital learning resources

Year 3 2019-20

- *Develop Visible Learning through improved use of effective questioning
- *Focus upon talking and listening strategies across all levels
- *Evaluate 1+2+3
- *Develop digital learning plans to ensure progression across all levels
- *Revisit mental maths and numeracy
- *Focus upon the learning and teaching of RME, Expressive Arts, social subjects and sciences.

HEALTH CARE

You can contact Ruth Connolly our School Nurse at ruth.connolly@nhs.net and

School Nurses & Springfield East Practice
Abbey Health Centre
East Abbey Street
ARBROATH

Tel: 01241 430303

Sickness

If your child is not well, please do not send them to school even if he/she wants to come. We do our best to protect your child from infection by firmly encouraging hygienic practice. It is particularly important in cases of **sickness and diarrhoea that a child should not return to school until 48 hours after the last instance of sickness or diarrhoea.**

Your support in these matters is appreciated.



USEFUL LINKS & CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

https://education.gov.scot/improvement/Documents/Parental%20involvement/PAR2_EngagingParentsandFamiliesToolkit/par2-engaging-parents-toolkit-section3-060416.pdf

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

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

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://education.gov.scot/scottish-education-system/Support%20for%20all>

Health and wellbeing guidance on healthy living for local authorities and schools -

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning –

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

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the curricular areas -

<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing – <https://www.education.gov.scot/Documents/btc3.pdf>

Broad General Education in the Secondary School – A Guide for Parents and Carers – <https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Information on the Senior Phase – <https://education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase>

Information around the Scottish Government's 'Opportunities for All' programme – <https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/16plus-data-hub/>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/>

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

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building%20the%20Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Information about Curriculum for Excellence levels and how progress is assessed – <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place?>

Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5))

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – <https://education.gov.scot/parentzone/additional-support/how%20schools%20plan%20support/Planning%20for%20transitions>

Developing creativity, employability and skills - <https://education.gov.scot/what-we-do/Developing%20employability%20and%20skills>

Choices and changes provides information about choices made at various stages of learning – <https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes>

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

additional support needs –

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

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

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

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

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

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

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

Support for Pupils

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

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

Information about the universal entitlement to support that underpins Curriculum for Excellence – <https://education.gov.scot/scottish-education-system/Support%20for%20all>

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

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

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports –

<https://education.gov.scot/parentzone/find-a-school>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

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

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

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

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

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

<http://www.scotland.gov.uk/Topics/Health>

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