

Inverclyde Academy

Handbook

2021-22





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INTRODUCTION BY HEAD TEACHER



I am delighted that you are considering becoming part of the Inverclyde Academy family. We are very proud of our school and this handbook has been prepared to give you a general overview of the opportunities that Inverclyde Academy can offer your child. We hope we have included the kind of information that you will find useful in considering us as the school you would like your child to attend and also, for those who have already decided, helpful advice and information that you will be able to use as our partnership develops over the coming years. *It does not contain everything!* For more detailed information regarding the school's procedures and policies please visit the school

website (web address is on page 5). However, if there is anything else you would want to know, now or in the future, about your child or the school, please do not hesitate to be in touch with us.

At Inverclyde Academy we believe the education we offer is a partnership involving the young people themselves, all the staff of the school, parents and carers, community and business interests, and the education authority itself. An active Parent Council reflects this and we would urge you not only to become involved in your own child's education but to share with others in supporting the education provision in Inverclyde Academy through such parental groups.

The school itself is a wonderful state of the art building. It is a modern school in its thinking and practice resourced with up-to-date technology. It provides a broad and balanced academic curriculum yet it offers a wide range of other opportunities including cultural, sporting, social, leisure and personal activities, all brought together to prepare our young people for the society and communities they will experience in later life. It has a staff which is a happy mix of recent appointments and those who have served the school well over a number of years and all of whom are committed to the improvement of the school. Above all else, its strength lies in its pupils. The school currently draws its intake from 6 associated primaries. It is a caring school with high expectations, and a school where every youngster is respected and allowed to develop to their full potential.

Here at Inverclyde Academy we offer education of the highest quality by providing a full range of courses, enabling all individuals to achieve their potential. In doing this we are equipping our pupils with the necessary skills to prosper in a changing society.

We take pleasure in recognising and celebrating the success of our young people through our assemblies, Head Teacher awards, certificates, and our annual awards ceremony.

I do hope that you and your family will find your association with Inverclyde Academy to be a significant, pleasant, constructive and rewarding experience as we work together over the next few years and that many happy memories will be stored up for the future.

Denise Crawford, Head Teacher



A WARM WELCOME

THE PARENT VOICE

Welcome to Inverclyde Academy Family Parent Voice, a group of parent/carers who represent parents/carers of all pupils at Inverclyde Academy.



As a parent/carer, your child starting secondary school can be a worrying time as they enter a whole new social group. No more meeting them at the school gates and having the opportunity to meet other parents/carers! Joining the Parent Voice can help you make those connections with both the school and other parents/carers, whilst allowing you to find out more about what the school has to offer. We meet every 4-6 weeks in the school from 6:30-8pm and take part in other events such as the School Awards ceremonies, Parents' Evenings and anything else that we can help out at.

Our main aim this year is to increase parent/carer engagement with the school, making it easier and more accessible for parents/carers to play a part in their child's education. We would love new members to join us, whether you can come to the meetings regularly or once in a while. If you are interested in getting involved, please contact the school office who will put you in touch with us.

I hope both you and your child enjoy your time here at Inverclyde Academy.

Donna Gairns Chair of the Parent Voice

THE PUPIL LEADERSHIP TEAM

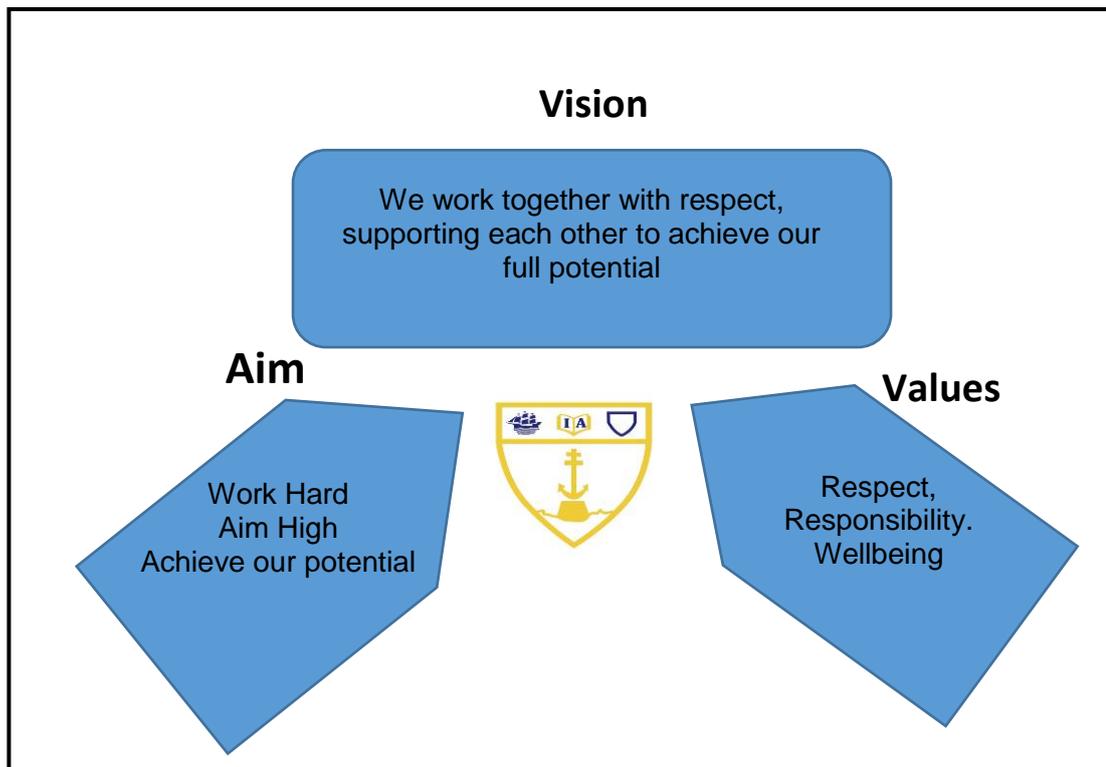
Hello! We we are the current Pupil Leadership Team. Having spent six years in the school, we want everyone to know that it's a fabulous place to grow and learn. Perhaps the strongest quality Inverclyde Academy has is its great community aspect. The atmosphere in our school is very accepting! Whether that be from the variety of different clubs on offer, or the dedicated support from teachers - our school will do it's very best to make you feel nurtured and at home in one big family.

Being on the Pupil Leadership Team has meant a lot to all of us, as it has shown us first hand all of the hard work that goes on behind the scenes to keep our school up and running. Every member of staff is so passionate about creating a positive and productive environment for every pupil. It has also built up our confidence massively due to opportunities to present at various events and speak to different people.

All of us agree that Inverclyde Academy is rapidly improving by the day. You really don't want to miss what our school does next!



SCHOOL ETHOS



RESPECT

RESPONSIBILITY

WELLBEING



WE ARE INVERCLYDE ACADEMY

A school not only shapes a child's development and character during their school years, but will also determine the type of person that they become throughout their life.

At Inverclyde Academy, we pride ourselves on providing support to **all** students. We believe that our role is more than providing knowledge. We build character by developing the whole person through personal growth, excellent education, and community engagement service. Thereby nurturing the whole child and giving them the highest value education in a strong family environment. Working in partnership with parents/carers and students we support each other to achieve our full potential.

Inverclyde Academy provides opportunities for students to realise their hopes and aspirations, an ideal platform on which to grow into confident capable adults.

We challenge each and every student to discover their particular gifts and talents and believe that each child is unique.

RESPECT

All our expectations are based on mutual respect in line with Inverclyde Academy's Rights Respecting learning community status.

"In this school there are lots of pupils with different challenges in their lives. Inverclyde Academy supports us all"

S3 pupil (2019)

RESPONSIBILITY

The community of Inverclyde Academy recognise that we are responsible for our own behaviour and the impact our behaviour has on others.

"At Inverclyde Academy my views matter. They have taught me to take responsibility for my learning and my future."

S5 pupil (2019)

WELLBEING

Wellbeing encompasses a much broader, holistic approach to physical and mental health by forming and sustaining good personal, social and working relationships.

"I think Inverclyde Academy is a great school, because the people care about you. Even when you sometimes get it wrong they still care about you."

S2 pupil (2019)

These values are central to our work at Inverclyde Academy.



GENERAL INFORMATION

SCHOOL DETAILS

Inverclyde Academy is a six year multi-denominational secondary school situated in the south west of Greenock. The school serves the communities of Wemyss Bay, Inverkip, southwest, central and the east of Greenock.

The full postal address of the school is:-

Inverclyde Academy
Cumberland Road
Greenock
PA16 0FB

Tel: 01475 715100

E-mail: ininverclydeac@glowscotland.onmicrosoft.com

Website: www.blogs.glowscotland.org.uk/in/inverclyde

Twitter: @invacad

The Scottish Index of Multiple Deprivation (SIMD) identifies pupils from SIMD1 to SIMD 9 attend the school; 67% of our pupils come from SIMD 1-3, with 41% living within SIMD1. The capacity of the school is 1100 pupils from Secondary 1 to 6.

The present Roll for each year group is:

S1 = 124

S2 = 116

S3 = 145

S4 = 129

S5 = 120

S6 = 106



Inverclyde Academy has safe drop-off and pick-up points, a traffic-free campus, and ample social areas for pupils inside and out. It is energy-saving and wireless enabled for ICT equipment. It has a fully equipped 242 seat assembly hall, a Drama studio, a Games Hall, two gyms, a fitness suite, two full-sized football pitches and a multi-use games area.

The school building facilitates disabled access to all areas.

Community facilities in the school and letting procedures are available through Inverclyde Leisure – contact number 01475 213131.



GENERAL INFORMATION (CONT)

THE SCHOOL DAY

The school opens at 8am to pupils and all pupils have the opportunity to join us for a free breakfast of freshly baked bagels, cereal, and fresh juice. On those cold Greenock mornings we also serve porridge.

The school day consists of 7 periods on Monday and Tuesday and 6 periods Wednesday – Friday.

Details are given below :-

REGISTRATION	08.50 - 09.00
Period 1	09.00 - 09.50
Period 2	09.50 - 10.40
INTERVAL	10.40 - 10.55
Period 3	10.55 - 11.45
Period 4	11.45 - 12.35
LUNCH	12.35 - 13.15
Period 5	13.15 - 14.05
Period 6	14.05 - 14.55
Period 7	14.55 - 15.45



ATTENDANCE AT SCHOOL

Parents/carers should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter, other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10.am on the first morning of an absence.

Other agencies may be contacted, if no co contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

On return to school, parents/carers should provide a note explaining the reasons for absence.

Parents/carers should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication Included, Engaged and Involved- part 1: Attendance in Scottish Schools. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's



employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly.

The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents/carers and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Clearly where an absence occurs with no explanation from the parent/carer, the absence is unauthorised.

Schools investigate unexplained absence, and Education Services have the power to write to, interview or prosecute parents/carers, or to refer pupils to the Children's Reporter, if necessary.

CHILDREN ABSENT FROM SCHOOL THROUGH ILL HEALTH

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education out-with school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

MEDICAL AND HEALTH CARE

Pupils who feel unwell should report to their Principal Teacher Pupil Support (PTPS), who will assess the situation and take appropriate action. No pupil may go home without permission. Under no circumstances will a pupil under the age of 16 be sent home to an empty house. It is therefore essential that parents/carers keep contact details up to date.

The school is happy to store medicine for those pupils who need this. If your child falls into this category, please contact the PTPS who will help to arrange this. Under no circumstances should pupils carry medicines without the school knowing about them.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.



SCHOOL CALENDAR

Term	School Term Dates, In-Service Days & Local Holidays - Session 2021/2022	Working Days (Teachers)
First	<p>In-Service Day Monday, 16 August 2021 In-Service Day Tuesday, 17 August 2021</p> <p>Pupils Return Wednesday, 18 August 2021</p> <p>Close Friday, 03 September 2021 Local Holiday Monday, 06 September 2021</p> <p>Re-Open Tuesday, 07 September 2021</p> <p>Close Friday, 08 October 2021 October Break Monday, 11 October 2021 to Friday 15 October 2021 (inclusive)</p> <p>In-Service Day Monday, 18 October 2021 Pupils Return Tuesday, 19 October 2021</p> <p>Close Wednesday, 22 December 2021</p>	87
Second	<p>Re-Open Thursday, 06 January 2022</p> <p>Close Friday, 11 February 2022 Mid-Term Monday, 14 February 2022 Mid-Term Tuesday, 15 February 2022</p> <p>In-Service Day Wednesday, 16 February 2022 Pupils Return Thursday, 17 February 2022</p> <p>Close Friday, 01 April 2022</p>	(147) 60
Third	<p>Spring Break Monday, 04 April 2022 to Monday, 18 April 2022 (inclusive)</p> <p>Good Friday Friday, 15 April 2022 Easter Monday Monday, 18 April 2022</p> <p>Re-Open Tuesday, 19 April 2022 May Day Monday, 02 May 2022</p> <p>In-Service Day Tuesday, 03 May 2022 Pupils return Wednesday, 04 May 2022</p> <p>Close Thursday, 26 May 2022 Local Holiday Friday, 27 May 2022 Local Holiday Monday, 30 May 2022 Pupils Return Tuesday, 31 May 2022</p> <p>Close Tuesday, 28 June 2022</p>	(195) 48



SENIOR LEADERSHIP TEAM

The leadership of the school – the strategic and operational planning and day-to-day management – is in the hands of the Senior Leadership Team (SLT). The team is composed of the Head Teacher and 3 Depute Head Teachers



Denise Crawford
Head Teacher

Responsibilities include –
Overall lead in all areas
Self-evaluation for self-Improvement
Leadership of Change
Management of Resources to promote equity
Curriculum planning and development

Gordon Livingstone
Depute Head Teacher

Responsibilities Include –
All matters relating to S1-S3
Staff development
Primary/Secondary Transition



Ross McClement
Acting Depute Head Teacher

Responsibility includes –
Safeguarding and child protection
Personalised support
Ensuring Wellbeing, Equality & Inclusion



Sabrina McCready
Depute Head Teacher

Responsibility includes –
Partnership engagement
Raising Attainment
Increasing Creativity and Employability





STAFF LIST – AUGUST 2020

CURRICULAR GROUPS

ENGLISH

M McCusker PT
S McCready DHT
G Livingstone DHT
L Mooney PTPS
B Connell PT
J Stevenson
D Gilchrist
J Henderson

SCIENCE

N Ramsay PT
J Harkins PTPS
F Walker PTPS
L McKenzie
C Beattie
M Kyle
K McIntyre
A Oliver

HOME ECONOMICS

G Mitchell PTPS

MATHS

C Nicol PT
C Dunnachie
D Cameron Acting
A. Kearns
S Kerr
H Shearer
A Mac Donald (NQT)

ICT

D Eardley Acting PT
A Monaghan PTPS
DL Hurrell PTPS
M Nellany
M McLoughlin

ART

P Murray PT
M Elliot
L Findlay
L Gardiner (NQT)
R Hetherington (NQT)

MODERN LANGUAGES

S Bell PT
G Demelas
J McKay

TECHNICAL

D Arbuckle PT
T Sharkey
A Dempsey
C McLeese (NQT)

RMPS

C Sherry PTPS
A MacKinnon PT

SOCIAL SUBJECTS

P Crosby PT
R MacLachlan
C Ross
V Sweeney
A MacDonald
J MacDonald

PERFORMING ARTS

A Crawford PT
L Miller
E McCallum
A Griffin
A Johnstone (NQT)

PE

C Havlin PT
R McClement Acting DHT
L Davidson
J Simpson
C Sullivan
A Campbell
C Sweeney
K Dougan (H&WB Coach)

Transition Teacher

C McKendrick



PUPIL SUPPORT STAFF

All staff in Inverclyde Academy have a clear responsibility for the care and welfare of its young people. In addition, all young people are allocated to a 'House' and a Principal Teacher Pupil Support (PTPS) on entering the school. This provides a vital link between home and school as the PTPS has an 'all-round' picture of a pupil's progress and general health and well-being. In most cases, a parents/carers first point of contact with the school will be the PTPS.

ARRAN

CUMBRAE

ERISKAY

Mrs DL Hurrell S1-S3	Mrs L Mooney (Mon/Tues) S1-S3	Mrs C Sherry S1-S3
Mr A Monaghan S4 – S6	Mr J Harkins (Wed-Fri) S1-S3	Mrs F Walker S4 – S6
	Miss G Mitchell S4-S6	

Impact Zone

B O'Donnell PT
S Campbell
L McIlmoyle

Home Link Worker

G Wylie
K Fitzpatrick

Edu Psychologist

L Reilly

Barnardos

C Borland

Mind Mosaic

S Boyle
S Crawford
H Stevenson

Support For Learning

J Eadie
J Watt
A Campbell
M Paterson
F Cushnaghan
P Gavin
B Smillie
E McCulloch
A Munro
L Adams
N Christie
C Calderwood
F Russell
A Williams

Pupil Support Assistant
Classroom Assistant



SCHOOL SUPPORT STAFF

To thrive, any busy school requires the support of a wide range of staff. We are no exception and the staff below as an important part of our team.

Administration

L Brydon	School Business Co-ordinator
L Mellis	School Business Officer
T Walker	School Business Assistant
K Robinson	Office Manager
L Storey	Clerical Assistant
A Duncan	Clerical Assistant
P Lafferty	Clerical Assistant
G Hillman	Clerical Assistant
C Marner	Clerical Assistant

Library

R Pye	Librarian
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Technicians

D MacLean	Senior Technician
W Martin	Senior Technician
P Blair	Science Technician
M Stewart	Technical Technician

Janitorial & Catering

C Wylie	Senior Janitor
R Stirling	Janitor
I McGowan	Janitor
B Tait	Catering Manager
L McLaughlin	Cleaning Supervisor





SCHOOL CLUSTERS



While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, this school is part of a cluster of schools working together to secure improvements and developments in agreed areas of priority. This cluster of schools involves neighbouring Primary Schools, the associated Secondary Schools and Early Years establishments.

ASSOCIATED PRIMARY SCHOOLS

Aileymill Primary
Norfolk Road
Greenock
PA16 0JG
Head Teacher - Mrs C Millar

Lady Alice Primary
Gateside Avenue
GREENOCK
PA16 9EJ
Head Teacher - Mrs G Connick

Inverkip Primary
Station Road
Inverkip
PA16 0AY
Head Teacher - Mrs U Nicolson

Whinhill Primary
Drumfrochar Road
Greenock
PA15 4EQ
Head Teacher - Mrs E Ruddy

King's Oak Primary
35 East Crawford Street
Greenock
PA15 2DX
Head Teacher – Ms K Glancy

Wemyss Bay Primary
Ardgowan Road
Wemyss Bay
PA18 6AT
Head Teacher Mrs A Gillespie

TRANSITION FROM PRIMARY TO INVERCLYDE ACADEMY

We appreciate the move from primary to secondary education is a major milestone for young people. Through close partnership working with our six associated primary schools, we have established strong links that ensure a smooth seamless transition for the young people.

Key information relating to for transition and enrolment can be found on the Inverclyde Council website





ENHANCED TRANSITION PROGRAMME

The programme for Transition from Primary School to Secondary School starts in Primary 5 for pupils requiring extra support and for all pupils throughout Primary 7.



The main activities that take place during Primary 7 are as follows:

- **September** – Inverclyde Academy staff visit P7 classes
- **September** – P7 classes come to Inverclyde Academy for an Induction Day to sample a variety of classes along with pupils from their own Primary School
- **October** – Inverclyde Academy holds an Open Evening for Primary 7 pupils and their parents/carers
- **October/November** – Senior Leadership Team (SLT) and volunteer staff attend Parents' Evenings in associated Primaries
- **December** – Depute Head Teacher with responsibility for Transitions meets with the Educational Psychologist to update lists of pupils requiring extra support
- **February** – Depute Head Teacher and Pupil Support staff visit Primaries to gather information on pupils from P7 staff
- **March onwards** – Pupil Support staff attend review meetings for P7 pupils on the Enhanced Transition programme
- **May** – Depute Head Teacher, a member of the Pupil Support team and some S1 pupils visit Primaries to speak to P7 pupils about their two Induction Days in June
- **May** – Two day Transition visit for pupils identified as needing extra support
- **June** – P7 pupils attend Inverclyde Academy for two Induction Days in their new S1 Classes





- **June** – Parents/carers Information Evening held on the evening of the first Induction Day
- The Transition Programme continues after the summer holidays when the pupils are in S1, to ensure that they have settled in well and are making new friends. Activities included in this are:



- **First Day in August** – allocation of Senior Pupil Buddies to S1 pupils identified as needing extra support
- **First Friday in August** – S1 Breakfast meeting pupils from different Primary schools and different classes
- **September** – S1 Teambuilding Day where all pupils work in mixed groups with outside agencies such as Police Scotland, Community Learning & Development, Active Schools and staff from Inverclyde Academy on activities designed to foster friendship, trust and cooperation
- **September/October** – review meeting for pupils on the Enhanced Transition programme



Also on-going throughout the year are curricular visits by members of Staff from Inverclyde Academy's Modern Languages and Science Departments doing a series of lessons in their respective subjects.

Throughout the year Cluster meetings are held regularly where the Head Teacher and Depute Head Teacher from Inverclyde Academy with responsibility for Primary pupils meet with the Head Teachers from our Associated Primaries to discuss and make decisions on the education of all pupils in the Cluster.

TRANSFER / ENROLMENT

Although we have six associated primary schools, we welcome young people from out-with our catchment area.

Parents who are interested in enrolling their child in Inverclyde Academy should contact the Head Teacher, Mrs Crawford, to arrange a visit.

Placing request forms, for pupils wishing to transfer from another Inverclyde secondary, are available from schools and Education Offices at Wallace Place, Greenock, PA15 1JB, Tel: 712850.



SUPPORTING THE NEEDS OF OUR YOUNG PEOPLE

AUTHORITY STRATEGIC STATEMENT

'Building Inverclyde through excellence, ambition and regeneration.'

Authority Goals and Values

Our Core values are: Respect, Honesty and Tolerance.

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

Safe: protected from abuse, neglect and harm by others at home, school and in the community.

Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.

Nurtured: educated within a supportive setting.

Active: active with opportunities and encouragement to participate in play and recreation including sport.

Respected and responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.





SUPPORTING THE NEEDS OF OUR YOUNG PEOPLE (CONT)

EQUALITY STATEMENT

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favorable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice
- Value the diversity of interests, qualities and abilities of every learner
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community
- In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.



CHILD PROTECTION IN INVERCLYDE

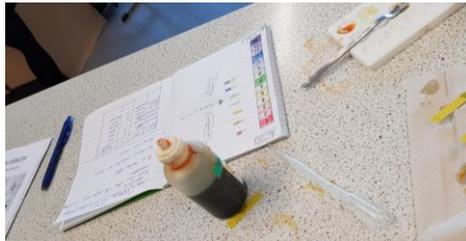
Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services works very closely with other agencies namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.



SUPPORTING THE NEEDS OF OUR YOUNG PEOPLE (CONT)

UNIVERSAL SUPPORT

All children and young people need support to help them learn. The main sources of support in schools are an appropriate curriculum and the staff who through their normal practice are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children and young people are able to benefit appropriately from education without the need for additional support.



2020).

In every department in the school, we aim to offer a varied curriculum to meet the needs of all our learners. The success of this can be seen in our exam results. This year 96.6% of our S4 pupils achieved at least 5 National qualifications (Aug

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of the pupil - this includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning.

ENHANCED UNIVERSAL SUPPORT

Inverclyde Academy provides help to children and young people with additional support needs through its extended Pupil Support Team. In the journey toward developing flexible pathways for our pupils, the school has also developed the Impact Zone. This specialist area allows us to remove barriers that may restrict access to learning and achieving, ensuring that each learner has every opportunity to achieve the best they can (see below for more detail).

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and support from specialists. The appropriateness of the support is determined through a shared process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child. Arrangements are made to help them cope with the transition to secondary and to continue their educational progression.





SUPPORTING THE NEEDS OF OUR YOUNG PEOPLE (CONT)

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

If you would like to discuss your child's needs with us, please ask for Ross McClement Acting DHT Wellbeing.

CO-ORDINATED SUPPORT PLANS

Some children and young people will have additional support needs arising from complex or multiple factors that require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.

The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.



You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

Inverclyde's mediation service can be accessed by contacting Michael Roach Head of Education at the address below:

For further advice please telephone 01475 712850

Or write to;

Education Services

Wallace Place

GREENOCK PA15 1JB

Additional Information can be found using the links below

- www.enquire.org.uk
- www.siaa.org.uk
- www.sclc.org.uk/



IMPACT ZONE

In the journey toward developing flexible pathways for our pupils, whilst ensuring continued progression in attainment and achievement, the school has developed the Impact Zone. This centre has been developed under the guidance of Building the Curriculum 3 which “encourages schools to take steps towards the personalisation of learning through the personal support that they offer to learners, including the necessary support in moving to positive and sustained destinations when they leave school.”



The Impact Zone comprises of three small classrooms, three individual learning/meeting rooms, and one large multi-purpose room. This specialist area allows us to remove barriers that may restrict access to learning and ensure that every learner has every opportunity to achieve the best they can. For some, this may involve providing a curriculum in ways which build on individual skills and abilities. It may also include opportunities for learning through different contexts which involve breadth, challenge and application of learning.

Personalised learning is key to improving learning and teaching for all learners, and is best when it is underpinned by effective self-evaluation, which involves everyone who has a stake. The Impact Zone involves strong teamwork, bringing together:

- Learning Support Department (PT Equity & Intervention, 1.6 FTE specialist teaching staff, ASN team),
- Pupil Support Team
- Barnardos,
- Home Link Worker
- CLD
- Mind Mosaic
- Education Psychologist
- Third Sector support
- Colleges and Business Partners



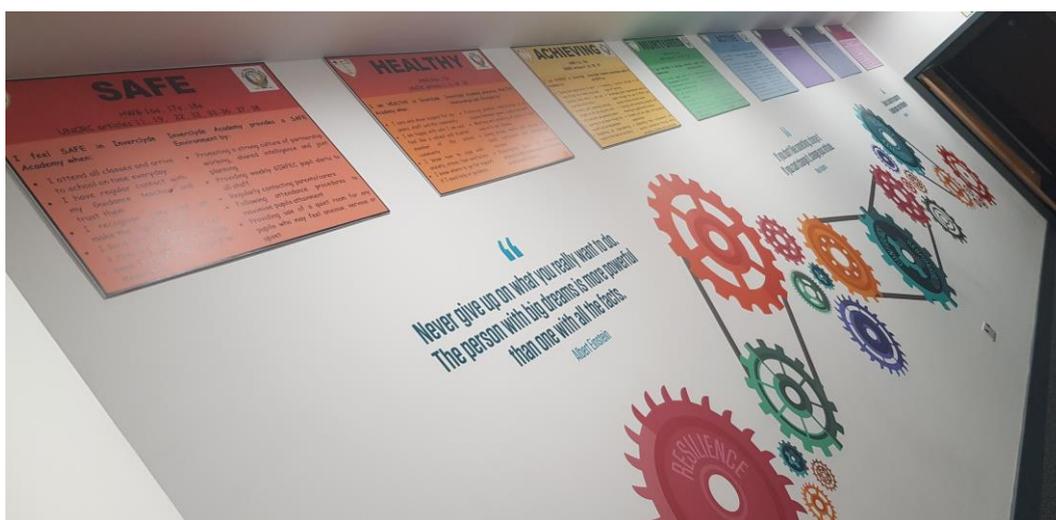
In addition to the specialist staff, other teaching staff work with identified Senior Phase pupils as and when required to ensure specialist subject knowledge is available.

Personalised learning means tailoring learning and teaching to learners' needs. Staff do this by knowing learners well and building on prior learning so that all learners can participate, progress and achieve. This is key to taking forward the ambitions of CfE and Getting it Right for Every Child (GIRFEC).



It represents best practice in learning and teaching and includes:

- recognition that all learning matters;
- building on prior learning;
- learning that actively involves learners;
- engaging and enterprising learning;
- ensuring a variety of contexts for learning;
- involving learners in planning and being responsive to their needs and interests;
- experiences where learners benefit from assessment that is integral to and informs learning.



To plan for personalised progression, the team meet for objective professional dialogue with staff and partner professionals, and with the full involvement of learners and their parents. This discussion ensures that we have appropriate progression pathways for different groups of learners through their Broad General Education and into the senior phase. Learners are involved in planning next steps in learning and also in deciding which qualifications to study and at which level, taking into account opportunities for and entry requirements of further and higher education and employment, as well as strengths and interests. It also allows us to access and support aspects of practical experience for our young people.



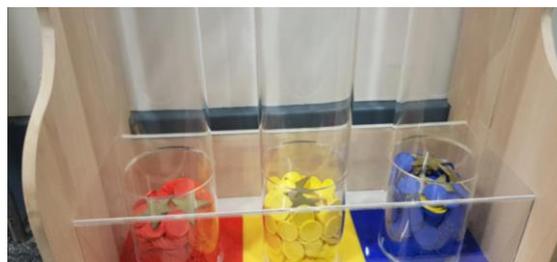
POSITIVE RELATIONSHIPS POSITIVE BEHAVIOUR



Our vision for Inverclyde Academy is to work continuously to develop a community committed to academic and personal excellence and to maximise the potential of all students in the school. We will do this through the provision of dynamic and strong educational opportunities and challenging learning experiences for all. This will be done in a caring, inclusive and safe environment. Pupils will be encouraged to work in a manner which promotes mutual respect for their peers

and others within the multi-cultural society in which they live. Inverclyde Academy will also continue to develop close links with parents and other partners to enhance and continually improve the work of the school. Our school values “Work hard, Aim high, Achieve our potential” apply to all in our school community; pupils, staff, parents and partners.

Inverclyde Academy strives to ensure consistency for all learners. In order for this to take place staff follow a whole school model to ensure we can maintain and enhance positive relationships among staff and pupils. Staff are Nurture and ACE's trained and the knowledge of these areas will underpin their ability to foster positive relationships with all pupils.



In order to promote a positive ethos all staff make use of the following tools to celebrate success:

- Visible recognition of best conduct in class
- Verbal and non-verbal praise clearly demonstrated across the school
- Praise Postcards
- Stickers
- Walls of achievement/ Recognition boards
- Assemblies
- Merit Events
- House tokens/stars
- Referral to PT/DHT to acknowledge over and above behaviour
- Celebrating achievements and success through Twitter.
- Annual awards ceremony



RIGHTS RESPECTING SCHOOL

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Therefore, the approach within Inverclyde Academy is to build a positive ethos that demonstrates care and respect for all.

We have achieved our UNICEF Level 1 Award. Some of the statements from our Level 1 Award:

- Pupils have been involved in the development process from the onset and feel real ownership over children's rights and the work being delivered throughout the school*
- It was very clear that a rights respecting ethos was present throughout the school from language used by staff and pupils, to pupils having a clear understanding of the UNCRC*
- Pupils felt that staff were helping them to both understand and enjoy their rights as well as feeling listened to when wanting to influence change within the school, this came up on numerous occasions*
- The school had already developed their vision and carefully tied this into the overall charter that both staff and pupils felt kept the message clear and consistent*



The smooth running of Inverclyde Academy requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others. We strive to promote, in all of our learners, habits of good conduct, self-discipline and consideration for others. We are proud of the generally high standards of behaviour of our young people in school.

This is also important on journeys to and from school.

Our expectations are clearly communicated to young people and breaches of behaviour are dealt with in line with school policy. In more serious or persistent cases, parents/carers will be invited to school to discuss the issue and agree a course of action.





PUPIL VOICE

One of the major strengths of Inverclyde Academy is our fabulous pupils. They fully engage in the life of the school and take active leadership roles to support the improvement agenda.

PUPIL LEADERSHIP TEAM (PLT)

The pupil leadership team mirrors the SLT, with one head and three deputies. There is a rigorous election process culminating in an interview panel of peers, teachers and parents/carers. These S6 pupils, co-ordinate various activities and meet with the Head Teacher fortnightly to discuss any pertinent pupil issues.

HOUSE CAPTAINS

In 6th year, pupils are encouraged to become House Captains. This means they get an opportunity to take on extra responsibilities and lead the school in many different ways throughout the year.

There are usually two House Captains for each of our three Houses. These pupils promote the House identity and support the PLT in their duties.

SCHOOL EVALUATION

Each subject Department or Faculty have processes to involve pupils in the evaluation of the curricular plans, learning and teaching and assessment. These opportunities are noted on the school self-evaluation calendar.

PUPIL PARLIAMENT

Inverclyde Academy welcomes nominations from all S1 to S5 pupils interested in being involved in the pupil parliament. The aim of the pupil parliament is to allow pupils to get more involved in the running of their school and take an interest in local community and global issues.

As well as taking on a group-based project, they also run pupil drop-in centres to listen to pupil concerns. At different stages throughout the year, they get an opportunity to present their ideas to the school's Head Teacher and Senior Leadership Team.

24/7 MEETINGS

Throughout the year, the SLT meet with groups of seven pupils for 24 minutes to discuss school improvement. These meetings are organised by the pupils and are a great vehicle for the 'Pupil Voice'.



OUR CURRICULUM

Our Curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Inverclyde Academy. We aim to provide opportunities to develop skills for learning, life and work and create pathways which allow young people to move into positive destinations.



The curriculum allows for progression throughout all levels and pupils have opportunities at various times to personalise their learning. Our curriculum will endeavour to address inequalities ensuring that all students can achieve their potential in line with our school values.

The development of literacy, numeracy and health and wellbeing is central to the Inverclyde Academy curriculum at all stages and is developed in line with whole school strategy and departmental priorities.

We aim to provide a coherent curriculum and are committed to the delivery of a Broad General Education and Senior Phase ensuring all young people receive their full educational entitlement. Importantly, our curriculum aims to ensure that universal personal support is at the heart of pupils' daily experiences. Personal achievement across the contexts for learning are central to the holistic development of all learners.

Through all stages, but particularly during transition, learners are advised by staff to ensure personalisation is purposeful and relevant. Pupil Support teachers, parents and learners have important roles to play throughout this stage. Learners and parents have opportunities to reflect and share their views via our commitment to listening to the voices of our pupils and their families.

Our curriculum has our learners at its core and has been developed in line with our School Improvement Plan, Pupil Voice groups (S1-6), Parent/Carer feedback and the views of our Stakeholders.

Based on the needs of our learners the curriculum aims to ensure that they have challenging, relevant, personalised and flexible learning pathways which prepare them for a rapidly changing world. All stakeholders, including college, business partners and third sector organisations, work collaboratively to design and plan courses which provide opportunities for young people to reach their full potential.

We have strong support in place for all learners to assist them moving onto positive and sustained destinations beyond school. Our major school partners, who are central in supporting pupils to future success are: West College Scotland, More Choices More Chances, Community Learning and Development, Developing Inverclyde's Young Workforce, UCAS, SCHOLAR, Focus West, Skills Development Scotland and the Local Authority.



BROAD GENERAL EDUCATION

Following our intensive transition programme, pupils in S1 and S2 study a wide range of subjects with opportunities in all curriculum areas to develop knowledge and skills allowing learners to develop their understanding and make links across curriculum areas.

S1 & S2

Throughout S1 and S2, pupils follow the Broad General Education in all curricular areas experiencing level 3 outcomes with some moving into level 4. Throughout this stage, there is a focus upon the areas of Literacy, Numeracy, Health & Wellbeing and Digital Literacy. Each area permeates the Broad General Education and is provided with dedicated time slots in the curriculum. There is also a focus Skills for Learning, Life and Work as young people prepare for their adult lives.



Curricular Area	Subjects
Languages and Literacy	English, Literacy, French and Spanish
Mathematics and Numeracy	Mathematics and Numeracy
Expressive Arts	Art, Drama, & Music
Health and Wellbeing	Physical Education Health & Wellbeing (S1 only) Home Economics (S2 only) Personal and Social Education
Religious and Moral Education	Religious and Moral Education
Sciences	Science
Social Studies	Geography, History, & Modern Studies
Technologies	ICT including Admin, Computing & Business. Design Technology including Design & Manufacture and Graphics.

BROAD GENERAL EDUCATION IN S3

The unique BGE experience offered in S3 allows learners to follow specialised or broad pathways within curriculum areas. This provides breadth, depth and challenge in learning, with personalisation and choice, keeping learners' options open so that progression routes are not closed off too early in the journey. Learning in S3 is developed at 3rd and 4th level whilst building upon the necessary skills to maximise attainment in the Senior Phase.



INTERDISCIPLINARY LEARNING

IDL opportunities in the BGE take place within curricular areas. Departments plan coherent inter-disciplinary learning experiences, allowing all pupils to continue learning in all curricular areas. This provides enjoyment within contextualised learning whilst developing the knowledge and skills required for the senior phase.

THE SENIOR PHASE S4-S6

Inverclyde Academy's curriculum has been designed to provide learners with knowledge, skills and experience for learning, life and work. The Senior Phase recognises the importance of creating flexible curricular pathways in order to provide our young people the opportunity to develop fully their skills. For some individuals this can include appropriate presentation for courses linked to ability, rather than age and stage. Combining S4, S5 and S6 learners into a single cohort allows them to study at the level most appropriate to them. This ensures a range of courses can be offered, including NQs, Skills for Work, National Progression Awards and alternative learning experiences, making Inverclyde Academy pupils highly desirable candidates for Further or Higher Education, Training and Employment.



Inverclyde Academy continues to engage and develop partnerships to support the scope of our curriculum and develop the confidence of our learners supporting them into positive and sustained destinations.

Our Senior Phase pupils continue build on the Literacy, Numeracy and Health & Wellbeing foundations laid down in the BGE; all learners continue with RE, PE & PSE throughout S4 and, where following our Amber Pathway, across the Senior Phase.

As students move into S4, then S5, and, finally, S6, there are opportunities to select appropriate subjects at each transition point. The choices made at these points should reflect the previous learning journey, most meaningful attainment, and future aspirations. This facilitates a linear journey through the pathways leading to a positive destination beyond school.

- All pupils studying level 4/5 courses only, should select 6 courses.
- Pupils selecting at least one level 6 course should select 5 courses.
- Pupils studying at least one level 7 should select a max of 4 courses.



Breadth is important within the Inverclyde Academy curriculum because of the diverse nature of our student cohort. We attempt to deliver as many Highers and Advanced Highers in-house but, where this is not possible, we utilise the Inverclyde schools consortium partnerships we have with other local secondary schools.

We also enjoy a strong partnership with West College Scotland to provide a range of academic and vocational options to our learners in the Senior Phase. We engage in planning meetings and discussions to shape, review and monitor the successes of the programs offered to our young people. Through this link, pupils have opportunities to engage in Vocational Courses, Foundation Apprenticeships and HNC infill courses as part of their Senior Phase offer.



We are also committed to the local authority's vision of Developing Inverclyde's Young Workforce and work closely with partners across the authority to offer meaningful work placements to pupils where relevant and valuable. In the school we have a network of partnerships based in the library offering advice and support for our young people.

The SQA website www.sqa.org.uk/cfeforparents contains useful information to help you understand national qualifications.

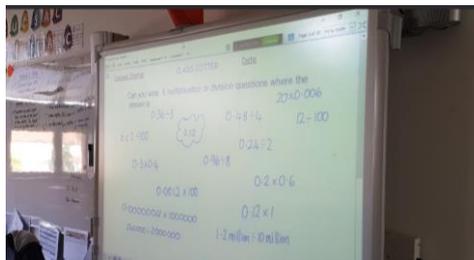
PERSONAL & SOCIAL EDUCATION

The school's PSE covers a range of sensitive aspects of learning including relationships, sexual health, parenthood & drugs awareness and financial information. Working in partnership with external agencies these aspects are discussed in an informative manner in a supportive setting through classwork and assemblies. Parents can gain further information from their child's PT Pupil Support.



ASSESSMENT & REPORTING

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. These written reports will be available every second month and will cover all subjects in addition to your child's behaviour, attendance and attitude. These assessment records form the basis of discussion at parents/carers meetings throughout the year. Dates of all parents/carers meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website www.blogs.glowscotland.org.uk/in/inverclyde



If you have any concerns about your child's progress do not hesitate to contact their PT Pupil Support at any time.

HOME LEARNING

Home learning can be regarded as any learning activity that pupils are asked to do outside of normal lesson time. The major criteria for setting of home learning should be the purpose and quality of the activity rather than the quantity of work set. Home learning should be well planned, targeted, challenging and purposeful.

WHAT IS HOME LEARNING

Home learning tasks should generally be related to work that pupils are doing in school, often as preparation, consolidation or follow-up to classroom lessons. Home learning can be completed by pupils working on their own, at home with the support of parents/carers, at lunchtime, or before and after school.

WHY HOME LEARNING

Home learning has many purposes and values such as:

- Reinforcement and review of and preparation for, classroom learning.
- Establishing and maintaining strong home/school links.
- Enabling pupils to cover more subject content than is possible in lessons alone.
- Provide time for learning activities that do not require the presence of the teacher.
- Allow time for researching information, re-drafting work or working with others.
- Enable pupils to review knowledge and skills taught in class.





- Encourage independent study skills and to give opportunities for independent learning.
- Developing pupil responsibility for their own learning whilst fostering positive work habits.
- Enabling individuals to work at a pace that is appropriate to their abilities, including extending more able pupils and to try and overcome weaknesses and difficulties.

TYPES OF HOME LEARNING

Home learning tasks should arise naturally from ongoing work in class. This is essential to ensure pupils are supported in achieving the learning objectives that are integral to their programmes of study. Tasks should also be relevant to the individuals' age and stage. They should be interesting and varied and can consist of one or more of the following.

Practical activities	Research and investigative work
Written exercises	Reading for pleasure and enjoyment
Reading exercises	Reading and learning notes
Learning facts, vocabulary etc	Working on long-term projects
Preparation for oral presentations	Using media (if appropriate)
Collaborative work (if appropriate)	

PARENTAL INVOLVEMENT IN HOME LEARNING

Parents/carers are encouraged to monitor home learning tasks issued and inform the school if a problem arises. Parents/carers can assist pupils in many ways, for example, identifying a quiet space for working, helping their children at home, providing encouragement and praise, and checking school planners, assisting pupils to organise their time at home. Pupils should spend at least 1 hour per night on home learning tasks. Parents/carers are also key in encouraging their children to participate in Study Support.

FIRST MINISTER'S READING CHALLENGE

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part www.readingchallenge.scot

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.



SCHOOL IMPROVEMENT

On an annual basis, we publish our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing.

The main achievements of our school over the last 12 months can be seen in the Standards and Quality Report on the school website:

www.blogs.glowscotland.org.uk/in/inverclydeacademy

Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Voice. Any parent or carer seeking a copy of the Standards and Quality Report or Improvement Plan can contact the school office or check out our website.



PARENTAL ENGAGEMENT

Parents, carers and family members are by far the most important influences on children's lives. Young people in our school spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, the child does better at school and throughout their life.

PARENT VOICE

The Parent Voice is the formal representative body for parents/carers with children attending school. Parent Voice/Councils are different in each school to enable them to meet the needs of parents/ carers locally. In Inverclyde Academy, parents/carers are welcome to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at Inverclyde Academy. As a member of the Parent Forum all parents can expect to:

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

The Parent Forum decides how their representatives on the Parent Voice are chosen and how the Parent Voice operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Voice if they wish.

The main aims of the Parent Voice are:

- To work in partnership with the school staff to create a welcoming school which is inclusive for adults who care for our children and young people
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and the welfare of the pupils
- To identify and represent the views of the education provided by the school and other matters affecting the education and welfare of the pupils
- To ascertain the views of the Parent Forum and report these to the Head Teacher and the Education Department
- To support school events and fundraising

Parents/carers are welcome to attend any Parent Voice meetings, which generally happen on the second Monday in the month and are chaired by Mrs Donna Gairns, who



can be contacted via Inverclyde Academy. There is a Parent Voice link on the school website.

PARENTZONE SCOTLAND

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed on www.education.gov.uk/parentzone

Why not check out the website for ideas on how you can support your child's learning. Further useful information can also be found at www.sptc.info

KEEPING PARENTS INFORMED

As a school, we welcome and encourage many forms of contact between staff and parents/carers as we believe this will foster good relations, understanding and support for the young people. At the heart of this is the flow of regular and informative communication.

Letters – further information which requires a response, or celebrations of success may be sent out in letter form.

School Website – will contain a great deal of information about the school. It is a good idea to check this regularly.

Twitter and school App – will give you up-to-date information about the daily life of the school.

Text Messaging/Emails – you may also receive text or email reminders about events/school closures etc.

Meetings – parents/carers are welcome in the school to discuss any aspect of their child's development and progress. The first point of contact with the school on any matter is your child's Principal Teacher of Pupil Support (PTPS). Please feel free to contact them with any questions or concerns. To avoid disappointment, it is advisable to make an appointment if you wish to see them in person. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.

Parent/carers are welcome at other events throughout the school year e.g. curricular workshops, information evenings, class performances, celebrations of achievements and award ceremonies and other assemblies (dependent on COVID 19 guidelines). The school twitter account and the school App will keep you informed of the dates.

PARENTS RAISING COMPLAINTS WITH SCHOOLS

In the first instance parents/carers should raise their complaints with the establishment. Key staff are trained in dealing with complaints and in implementing the Education Services' complaints procedure. Every attempt is made to resolve the problem at this level and most complaints are satisfactorily resolved at this stage.

At Inverclyde Academy, the first person to be contacted is the Principal Teacher Pupil Support (PTPS). Information will be forwarded to the Depute Head Teacher.



COMMUNITY ENGAGEMENT

SCHOOL / COMMUNITY LINKS

Inverclyde Academy has forged a series of links with the wider community. These are many and varied and are advertised on our Twitter account.

Within our local educational community students volunteer to help teachers in our associated primaries, in care homes and in local nurseries.

The school is actively involved in raising funds for local organisations, such as Ardgowan Hospice, the Rotary Shoebox Appeal, the Foodbank and Compassionate Inverclyde.

We are always looking for more organisations to support so spread the news!



SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES



Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Inverclyde Academy holds religious services throughout the school year. However, parents have the right to withdraw their child from religious observance.



EXTRA-CURRICULAR ACTIVITIES

Inverclyde Academy teachers and pupils have provided the following extra-curricular activities: (dependent on COVID 19 guidelines)

- Concert Band
- Orchestra
- Choir
- Drama Club
- Athletics
- Football
- Badminton
- Basketball
- Young Enterprise
- Theatre Visits
- Debating and Public Speaking
- Volleyball
- Writers' Circle
- Rugby
- Netball
- Fitness Club
- Art Club
- Lego Club
- Yu Gi Oh
- Minecraft
- Craft club
- Compassionate Inverclyde Club





TRANSPORT

The Council has a policy of providing free transport to all secondary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or education office. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

PICK UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph).

It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

PLACING REQUESTS

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.

PUBLIC TRANSPORT TO INVERCLYDE ACADEMY

By Train

From Port Glasgow / Wemyss Bay stations to Branchton station (every hour) then walk across pedestrian bridge, turn left and then right onto Cumberland Road. The school is on the left hand side past the Cumberland Road Shops

By Bus

From Greenock Town Centre to Cumberland Road Shops (every 10 minutes) The school is directly ahead on the left hand side.

Please note exact times of trains and buses should be checked with the rail / bus companies.

Consortium Travel

Transport for pupils attending consortium schools is arranged by the school office of Inverclyde Academy and SPT.



CLOTHING AND UNIFORM

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform account is taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with the parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

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

In addition jewellery such as dangling earrings and large rings could cause health and safety difficulties and are unacceptable to be worn in school

Children of parents/carers receiving one or the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- **Income Support (IS)**
- **Income-based Job Seeker's Allowance (JSA)**
- **Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2021/22) as assessed by HMRC**
- **An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999**
- **Employment and Support Allowance (Income Related) (ESA)**
- **Parent or carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,916**
- **Universal credit – where your take home pay does not exceed £970, as shown on your monthly Universal Credit statement**
- **If you currently care for a child under a formal Kinship Care arrangement with Social Work, then you may be entitled to this grant**

Pupils are eligible for a Clothing Grant in their own right if they are aged 16 – 18 and fall into any of the above categories.

The council is concerned at the level of claims being received regarding the loss of children's' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents/carers should note that the authority does not



carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parent/carers should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

OUR UNIFORM

We ask all parents/carers to support the school by encouraging their child to wear the appropriate and agreed school uniform. This uniform was agreed with the Parent Voice group, and has been designed by the pupils with cost in mind.

Inverclyde Academy's Uniform Code is:

School Kit:-

- Black Blazer - There is a Junior blazer and a Senior blazer, both can be hired from the school for £10
- Plain white shirt
- Black trousers or black skirt
- School Tie
- Jumper or cardigan is optional however, the school tie must be visible

PE Kit:-

- Navy PE Polo shirt
- Black Shorts
- Plain track bottoms for outdoor lessons
- Non-mark sole trainers

The wearing of a uniform helps towards increasing the protection of our pupils, as it helps distinguish better between who belongs in the school area and who doesn't. We would ask parents to keep this in mind when they are purchasing a uniform for their child.





CASHLESS CATERING

Inverclyde Academy runs a Cashless Catering system. Pupils of S1-S6 will be issued with a PIN number. They can load money onto the system with the revaluation units placed in the dining areas and across the school. Pupils who qualify for free meals have their accounts automatically credited. Inverclyde Council have introduced a more convenient way to pay for school meals - ParentPay gives parents the freedom to make payments for school meals 24 hours a day 7 days a week.

REVALUATION UNITS

Please note that only coins can be used for the revaluation units.

FREE SCHOOL MEALS

Children of parents/carers in receipt of one of the following benefits are entitled to a free midday meal:

- **Income Support (IS)**
- **Income-based Job Seeker's Allowance (JSA)**
- **Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in2021/22) as assessed by HMRC**
- **An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999**
- **Employment and Support Allowance (Income Related) (ESA)**
- **Parent or carer is in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,916**
- **Universal credit – where your take home pay does not exceed £970, as shown on your monthly Universal Credit statement**
- **If you currently care for a child under a formal Kinship Care arrangement with Social Work, then you may be entitled to this grant**

Pupils are eligible for a Free School Meals in their own right if they are aged 16 – 18 and fall into any of the above categories.

Information and application forms for free school meals may be obtained from schools and Education Services, Wallace Place, Greenock, PA15 1JB. In addition such children will be entitled to free milk.



LOCAL AUTHORITY INFORMATION

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Data on each pupil is collected by schools, Inverclyde Council and the Scottish Government Education Department. Data is held securely and no information on individual pupils can or would be published. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, is looked after at home or has additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. Pupil names and addresses are not passed to the Scottish Government Education Department. Postcode is the only part of your address that is transferred and these are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, to ensure that individuals are never identified.

General Data Protection Regulations (GDPR) & Data Protection Act 2018

Information on children, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the GDPR & Data Protection Act 2018.

For further information please refer to:

www.inverclyde.gov.uk/site-basics/privacy or click on the following: [Privacy page link](#)

The Scottish Government Education Department works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, individual data is made available to partners and academic institutions to carry out research and statistical analysis. In addition, partners may be provided with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government Education Department, which will ensure that no individual level data will be made public and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, the Scottish Government Education Department, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

**ADDRESSES:**

Director of Education: Mrs R Binks
Education Offices
Municipal Buildings
GREENOCK PA15 1LY
Tel: 01475 712850

Convenor of Education & Lifelong Learning Committee: Cllr Jim Clocherty
Inverclyde Council
Municipal Buildings
GREENOCK PA15 1LY
Tel: 01475 712727

Community Learning & Development

James Watt Building
105 Dalrymple Street
GREENOCK PA15 1HU
Tel: 01475 715450

Councillors for the catchment area (Wards 3, 4, 6 and 7):

Ward 3: Colin Jackson, Michael McCormick, Jim McEleny

Ward 4: Martin Brennan, Graeme Brookes, Jim Clocherty, Liz Robertson

Ward 6: Gerry Dorrian, Innes Nelson, Luciano Rebecchi

Ward 7: John Crowther, Tommy McVey, Natasha Murphy

GLOSSARY OF TECHNICAL TERMS USED IN THE HANDBOOK

ICT	Information and Communication Technology, such as computers, scanners, printers.
Mixed-ability	Grouping children in classes to ensure a wide range of ability.
PIN	Personal Identification Number, used in cashless catering machines.
SCQF	Scottish Qualification & Certification Framework
SQA	Scottish Qualification Authority.
PSE	Personal & Social Education
PTPS	Principal Teacher Pupil Support

Although this information is correct at time of presenting, there could be changes affecting any of the matters dealt with in the document –

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent school year

