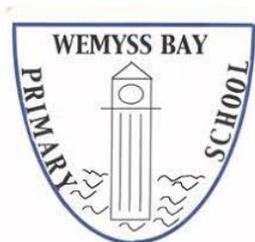


Wemyss Bay Primary School



and Nursery Class



Handbook

2026



CONTENTS PAGE

Welcome from the Head Teacher	3
Authority Strategic Statement	4
Our Vision, Values and Aims	5
School Information	6
Staff Information	7
School Calendar	8
Early Learning and Childcare	9
Wemyss Bay Nursery Class	10
Enrolment of pupils to Primary 1	12
Transfer from Primary to Secondary School	13
School Ethos / Promoting Positive Behaviour	14
School Improvement and Achievement	15
Child Protection / Equalities / Medical information	16
Allergy Awareness / School Meal / Health and Safety	17
Attendance	18
Curriculum for Excellence	20
Assessment and Progress / Reporting to Parents / Homework	24
Support for Pupils	26
Clothing & Uniform	27
Clothing Grants & Free School Meals	28
Parental Involvement (Inverclyde Complaint Procedure)/ Parent Forum & Council	29
Bookbug / Read, Write, Count / Parentzone	30
Transport / Information in Emergencies	31
Useful Addresses and Contacts	32
General Data Protection Regulation and Data Protection Act 2018	33
Link to Inverclyde Council Education Policies	33



Wemyss Bay Primary School and Nursery Class

Ardgowan Road

Wemyss Bay

PA18 6AT

Telephone: 01475 715976

Email address: office@wemyssbay.inverclyde.sch.uk

Website: <https://blogs.glowscotland.org.uk/in/wemyssbayps/>

Twitter: @WemyssBaySchool

@WemyssBayNC

Acting Head Teacher: Miss Emma Morris

Acting Depute Head Teacher: Mrs Ama Kaur

Nursery Depute: Mrs Helen Milligan

Dear Parents,

Welcome to the Wemyss Bay Primary School and Nursery Class Handbook. We are pleased to welcome you and your child(ren) to our school and/or nursery. Whether you are an existing member of our learning community or a prospective parent, I hope you find our handbook helpful and informative.

Our school and nursery are very much at the heart of our village community and we pride ourselves on the strong relationships we share with our pupils and their families.

We work hard to get to know all of our children as individuals and provide rich and engaging learning opportunities, encouraging every child to reach their full potential. We strive to offer a wide variety of experiences and create an atmosphere where children can make great progress.

At Wemyss Bay, we value our partnerships with all our parents/carers and we look forward to you becoming part of our school and nursery family. We look forward to working with you on our shared learning journey so that we can achieve the best possible outcomes for our children, and equip them with the knowledge, skills and attributes which will enable them to lead fulfilling lives, with the capacity to make positive life choices.

We strive to keep our parents up-to-date using X, email and regular newsletters, but should you require further information, wish to discuss any matter, or arrange a visit to the school or nursery, please contact the school office.

Thank you.

Yours sincerely,

A handwritten signature in cursive script that reads 'Emma Morris'.

Miss Emma Morris
Acting Head Teacher





AUTHORITY STRATEGIC STATEMENT



Building Inverclyde through excellence, ambition and regeneration.

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.





VISION, VALUES AND AIMS

Our Vision

We aspire to create a nurturing, inclusive and purposeful environment where all experience irresistible learning opportunities, enabling us to be skilled and successful in our learning, life and work, within our community and beyond.

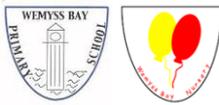
Our Values

- Respect
- Equity
- Ambition
- Kindness

Our Drivers

- Our Wellbeing
- Our Skills
- Our Community
- Our Environment





SCHOOL INFORMATION

Wemyss Bay Primary School and Nursery Class
Ardgowan road
Wemyss Bay
PA18 6AT



Tel: 01475 715976

Website: <https://blogs.glowscotland.org.uk/in/wemyssbayps/>

X: @WemyssBaySchool

@WemyssBayNC

Email: office@wemyssbay.inverclyde.sch.uk

Present Roll: 80 (school) 35 (nursery)

Denominational Status: Wemyss Bay Primary school and Nursery Class is a non-denominational primary school which serves the village of Wemyss Bay for pupils from age 3 (nursery) to Primary 7.

School Hours

08:15 – 09:00 Breakfast Club (Tuesday and Thursday)
09:00 School Opens
10:30 – 10:45 Interval
12:15 – 13:15 Lunch
15:15 School Closes

A system of staggered breaks and lunchtimes can be implemented should the need present.

Attendance

Good attendance is important for children's progress in learning and we follow Inverclyde Council's Policy on maximising attendance.

We understand that there are days when attendance may not be possible, and indeed, there are times when a child should not come to school or nursery. If your child is going to be absent, please let us know by calling the school before 9.30am or inform us via parent portal. If we do not hear from you, we will text and/or call you. If we cannot reach you or an emergency contact by 11.30am then we will follow further local authority procedures to ensure your child is safe.



STAFF

Acting Head Teacher	Miss E Morris
Acting Depute Head Teacher	Mrs A Kaur
Janitor	Mrs S Hair
Clerical Staff	Mrs L Rattray Mrs I Martin Mrs R Kaur
Teaching Staff	P1/2 P3/4 P4/5 P6/7 Miss A Giambattista Mrs J Guiller and Miss S McCreddie Mrs A Arthur and Mrs L Vass Mr M Pollock
Pupil Support Assistants	Mrs A Moffat Mrs H Canata Mrs C Parker Miss J Barr Mrs S Houston Mr G McCallum
Nursery Depute	Ms H Milligan
Senior EYECO	Ms S Dobie
EYECOs	Mrs V Miller Mrs S Combe Mrs F Robertson Mrs S Winsor Miss A Gillan (0.2)
EYSAs	Miss A Gillan (0.8) Mrs A Duncan Miss R Wilson
Catering Manager	Mrs C McPherson
Educational Psychologist	Mr S Chalmers
School Crossing Patrol	Mr G McLachlan
Parent Partnership Chair	Mrs L Allan



SCHOOL CALENDAR 2026 – 2027

Inverclyde Council ~ Education Services

2026-2027 School Calendar

August 2026							September 2026							October 2026						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

November 2026							December 2026							January 2027							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
						1			1	2	3	4	5							1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
29	30						27	28	29	30	31			24	25	26	27	28	29	30	
														31							

February 2027							March 2027							April 2027								
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S		
		1	2	3	4	5	6			1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
28							28	29	30	31				25	26	27	28	29	30			

May 2027							June 2027							July 2027						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31						30													

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- School Open

In-service days – 5
 Teacher days – 195
 Pupil days – 190

Please note that pupils do not attend on staff In-Service days.



EARLY LEARNING AND CHILDCARE

All eligible 2 year old and 3-4 year old children, in Scotland, have a statutory entitlement of up to 1140 hours of funded early learning and childcare the term following their 2nd or 3rd birthday in a year.

BIRTHDAY MONTH	INTAKE - TERM AFTER
1 March – 31 August	August term
1 September – 30 September	January term
1 October – 31 October	
1 November – 30 November	
1 December – 31 December	
1 January – 31 January	April (after Easter school holidays) term
1 February – last day in February	

Eligible 2 year old places

If you are the parent of a two year old child and currently receive certain benefits, you may be eligible for Funded Early Learning and Childcare for you child the term following their second birthday. To find out if you qualify, please refer to the criteria on the Inverclyde Council website. The website also provided detailed information on the application process, when you can apply and the evidence required to apply.

3-4 year old places

All children aged 3-4 years are eligible for an ELC place the term following their third birthday. There is a set application window to apply. This will always open on the first day of the new term in January of each year. You cannot apply for a place until the application window opens.

Application forms are available at any Inverclyde Council establishment, as approved childminders or private voluntary or independent (PVI) nursery. You must complete the application form fully and all supporting evidence must be submitted at the time of your application.

For up-to-date information on application windows, timelines and the release of allocated ELC places, visit the [Inverclyde Council website](#).

Allocation of ELC places

All ELC places are allocated in line with the Inverclyde Council ELC Admission Policy.

Inverclyde Council aims to allocate your preferred choice, however this cannot be guaranteed. If oversubscribed, a ballot may be used and an alternative provider may be offered. If preferences are unavailable, a place will be offered within your ELC Defined Area based on your home address.

WEMYSS BAY NURSERY CLASS

Wemyss Bay Primary Nursery Class provides pre-school education for children aged 3-5 years in a safe, nurturing and motivating learning environment.

Curriculum

We structure our play experiences within the Curriculum for Excellence framework, and cover experiences and outcomes within the Early Level. We also intentionally consider Realising the Ambition, Setting the Table and My World Outdoors to help guide our provision. The eight key aspects of the curriculum are literacy, numeracy, health and wellbeing, technologies, social studies, expressive arts, religious and moral education and sciences.



Assessment and Reporting

Every child has a personal profile which is a digital record of their learning, achievements and progress within the nursery class. We call this a learning journal. Staff record observations and learning conversations with children to validate their judgements as to the level of support and additional challenge required by each learner. These profiles can be viewed at any time by parents and parents can contribute to them too.

Parent Meetings and Personal Plans

Within 28 days of your child beginning their placement at our nursery, we will work together to formulate a Personal Care Plan which will ensure we are meeting all personal, social and learning needs of the children in our care. With your support, we will meet either in person, virtually or through a telephone call, to update these plans 3 times a year. Each term, your child's key worker will identify a personal Health and Wellbeing, Numeracy and Literacy target for your child. These will be shared with families and progress will be recorded on your child's learning journal.

Attendance

As in keeping with school arrangements we ask parents to contact the school office on the morning of any absence. If your child is going to be arriving late to nursery, we ask that you contact the office by 9.45am to order your child's lunch to ensure they receive their preferred option.

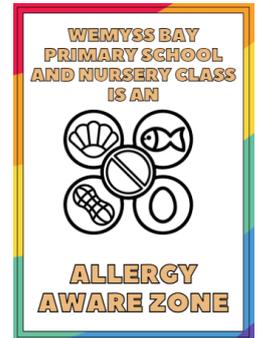


Nursery Clothing

Nursery uniform is available for those who would like to purchase but please note that this is not a requirement. Please remember that our nursery children are outdoors a lot so clothes will get wet and dirty!

Snacks

We are a health promoting establishment and adhere to guidelines regarding Early Years Nutrition offering snacks such as fruit, toast, cereal and crackers with cheese, along with a choice of water or milk. We are an allergy aware establishment and it is important any allergies are relayed to staff at the earliest point. As is the case within our school, our nursery is strictly a **nut free zone**. Lunches are available for all nursery children. Alternatively, children may bring a packed lunch.



Arrival and departure from nursery

Children should be brought to and collected from nursery by an adult over the age of 16. Please let nursery staff know if you have made alternative arrangements for your child and the adult collecting is not someone known by nursery staff.

Nursery Session Times

Entry from 9.00am

Finish from 3.00pm

Slight adjustments to these times are possible and can be negotiated with the Nursery Depute. We also offer chargeable childcare hours from 8.15am – 4.15pm. Please speak to the Nursery Depute, Mrs Milligan if you wish further details on this.



Care Inspectorate

Care Inspectorate is the Scottish Commission for Regulation of Care. This organisation inspects the service provided for the children who attend the nursery on a regular basis. Inspections can be planned or unannounced and are carried out by Care Inspectorate Officers. During the inspection the Officers speak with the Head Teacher, staff, children and parents. He/she also looks at the range of policies, procedures and records.

If you are interested in our nursery or school, please get in touch with us and we will arrange for you to visit, and talk with you to share more information.



ENROLMENT OF PUPILS TO PRIMARY 1

Children by law are entitled to start their formal education at the beginning of the session in August if they are five years of age on or before the last day of February of the same school session.

In Inverclyde, the process of enrolling for school is undertaken by completing an online application form which can be found on the Inverclyde Council website at <http://www.inverclyde.gov.uk/p1-registration>

It's vitally important that parents follow the online registration process to register their child for a Primary 1 place in an Inverclyde school.

Children who reach the age of five years between 1 March 2026 and 28 February 2027 are due to start Primary 1 at the beginning of the new school term in August 2026. Parents are asked to register their child in their chosen denominational or non-denominational catchment primary school, from Monday 5th January 2026 - Friday 9th January 2026.

Once parents have completed the Primary 1 registration, they will have the choice to complete a placing request application to a school other than the catchment primary (This includes Primary 1 Gaelic Medium education at Whinhill Primary School). A deferred entry application is also available to parents considering deferring their child's entry to Primary 1 in August 2026.

No documents will be required at this stage; however, we may have to contact you, should we require further information.

Parents will be notified by 30 April 2026 confirming their child's place in school and information regarding induction days will follow from the school after this date.

Parents who do not have internet access to apply online, are asked to contact their child's current Early Years Establishment for assistance.

Our transition programme from early years to Primary 1 ensures that the change from nursery to primary school is as smooth as possible and supports continued learning and progress. We work closely with our own nursery as well as other establishments to ensure a positive transition.

We invite the new P1 pupils and their parents to visit the school on a number of occasions during the summer term. This allows the children to get to know each other, as well as the school staff, and to become familiar with the Primary School environment. At this time, we give parents more information about Wemyss Bay Primary school and about Primary 1 in particular.



TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new season.

The secondary school associated with Wemyss Bay Primary School is:

Inverclyde Academy
Cumberland Rd,
Greenock
PA16 0FB
Tel: 01475 715100

There is no denominational primary school within the areas of Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school but wish their child to attend a denominational secondary school. In such circumstances the following admission arrangements will apply:

Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school, whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address.

The local denominational secondary school is:

St. Columba's High School
Fletcher Ave,
Gourock
PA19 1TP
Tel: 01475 715250

The strong links we have with both Inverclyde Academy and St. Columba's High School ensure that the progression to secondary education is as smooth as possible and supports continued learning and progress. There are a number of opportunities for our Primary 7 pupils to become familiar with the staff and building of their chosen secondary school during their Primary 7 year.





SCHOOL ETHOS

At Wemyss Bay Primary School and Nursery Class, we are proud to be a welcoming, caring and ambitious learning community. Our motto, “Growing Brilliance Together” reflects our belief that every child has unique potential and that we achieve our best when we work together as a caring, supportive community. We aspire to create a school and nursery where every child is known as an individual and has the confidence, skills and curiosity to learn, grow and achieve their very best. We aim to nurture happy, resilient young people who contribute positively to their community and are ready for the future. We believe that when children feel safe, valued and understood, they thrive.

At Wemyss Bay Primary School and Nursery Class, we recognise the unique strengths, interests and needs of all our pupils, celebrating their differences and know them as individuals. We encourage staff and learner to be leaders of and for learning, taking ownership, sharing ideas and working together with confidence. We promote kindness, respect and ambition in everything we do and celebrate progress and success so that every learner feels proud of who they are and what they can achieve.

We are deeply proud of our strong community spirit. Our school and nursery value the important role that families, staff and community partners play in the life of our learners. We recognise that by building strong partnerships with families and the wider community, we are able to provide children with opportunity to apply their knowledge and skills to real life contexts. Together, we work to create a nurturing environment, filled with meaningful learning experiences, where children feel confident to take risks, explore new ideas and develop a love of learning that lasts a lifetime.

We work closely with our associated nurseries and secondary school to support our children in the transition period from nursery to primary, and from primary to secondary. Our ICOS link worker (Inverclyde Communication and Outreach Service), helps pupils who require additional support, specifically pupils with confirmation of autism. She also works with groups of children in school to support them in the transition to secondary school. There are also other agencies who work with our school from time to time to help pupils and parents, for example, Barnardo’s, Children First, School Health, Health Visitors and Action for Children.

PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR

We strive at all times to promote positive relationships and behaviour across the school. This is highlighted in and promoted through our school values. Respectful standards of behaviour are necessary for a pleasant and safe environment for our children to get the best from their education. We therefore expect our children to strive for the standards of behaviour that are necessary to promote this pleasant and safe environment. In encouraging our children to show respect for themselves for others and for property, we are promoting positive relationships and positive behaviour. School rules are made in the interest of, and for the wellbeing and safety of all of our children. We rely on our parents to support us in this endeavour so please encourage your child to respect and uphold our values and adhere to our rules. Strong partnership working between home and school is essential to allow our children to continue to learn in the positive environment that Wemyss Bay enjoys.

Our school uses restorative approaches to handle any issues of conflict where children are encouraged to take responsibility for their actions and support one another in moving forward with respect. We aim to seek solutions to any conflicts which may arise. Our school follows Inverclyde’s Positive Relationship Policy. Instances of inappropriate or challenging behaviour are dealt with in line with Inverclyde policy and parents are kept fully informed.

Restorative conversation

Be...

Curious and concerned

- What happened?

Understanding

- How did you feel when that happened?
- What were you thinking?
- What are you thinking now?
- Who do you think might have been affected by this?
- How do you think.....might be feeling about this?

Empowering

- What do you think you might be able to do to help sort things out?
- How might you stop this from happening again?



SCHOOL IMPROVEMENT AND ACHIEVEMENT

Information about the main achievements and successes of the school over the past year can be found in our Standards and Quality Report 2024 - 2025, which can be accessed from our school website, and which details our successes and achievements. Our School Improvement Plan can also be accessed from our school website, and details our priorities for planning for improvement. Our priorities for session 2025 – 2026 are summarised as:

1. Improvements in attainment, particularly in literacy and numeracy
2. Closing the gap between the most and least disadvantaged children
3. Improvements in children and young people's health and wellbeing
4. Improvements in employability skills and sustained positive school leaver destinations for all young people

Through our consistent approaches to self-evaluation for continued improvement there is an ethos of shared commitment to collaborative working in Wemyss Bay Primary School and Nursery Class. All staff are highly committed to school improvement and the raising of standards to ensure equity and excellence for our learners. This commitment and focus means that throughout the school most of our children are on track to achieve the expected Curriculum for Excellence levels.

Our parents and pupils are fully involved in the evaluation of how well we are doing as a school and how we can continue to improve. They are often asked to contribute their views at various times - during meetings, at parents' events, and by survey. The Parent Council, known as our Parent Partnership, is a great asset to the school in terms of consultation, often acting as an initial sounding board for ideas and improvement planning. We have been working hard to enhance the contributions of our pupils to improving the school. There are various Pupil Voice Groups who contribute to the improvements planned for the school, including our Pupil Leadership Team, Play Pupil Group, STEM Pupil Group, Equalities Pupil Group and Literacy Pupil Group. We also have senior pupil who represent the school at the authority wide Pupil Consultation Group and within our cluster. We value partnership working and the views of all our school community to help us continue to improve as a school serving our community.

CELEBRATING ACHIEVEMENTS

We are very proud of the achievements of our children both in and out of school. We like to celebrate these achievements through our school newsletters and at assemblies as well as displaying these in the school, nursery and classrooms. We aim to provide a range of opportunities outwith the classroom where children are able to achieve success and develop different skills. This includes various extra-curricular activities throughout the year for example after school and lunch time clubs. We work closely with partners and volunteers to provide these opportunities.



COMPOSITE CLASSES

Composite classes are formed based on guidelines issued by Inverclyde Council. There will be a maximum of 25 children in a composite class and are formed largely on the basis of English Language groups. The decision to form a composite class is taken by the Head Teacher based on the total number of pupils in the school and available staff, resources and accommodation.



CHILD PROTECTION

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, 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.

The Child Protection Co-ordinator for Wemyss Bay Primary School and Nursery Class is **Miss Emma Morris**. The Depute Child Protection Co-ordinator is **Mrs Ama Kaur**.

Prevent

As part of our commitment to keeping children safe, our school and nursery follows the Prevent Strategy, which aims to protect children from being drawn into extremist views or harmful influences. Prevent is part of our wider safeguarding responsibilities and supports children to develop resilience, critical thinking skills and respect for others. We encourage open discussion, mutual respect and an understanding of different beliefs and cultures. You can find out further information about the Prevent Strategy in Inverclyde [here](#).

The Prevent Lead for Wemyss Bay Primary School and Nursery Class is **Miss Emma Morris**. The Depute Prevent Lead is **Mrs Ama Kaur**.

INCLUSION AND EQUALITY

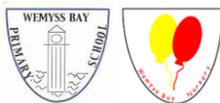
Inverclyde Council Education Service aims to:

- 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.

EQUALITIES

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, 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.'



MEDICAL

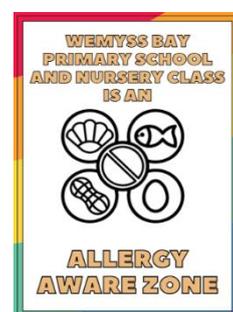
Routine medical checks are carried throughout the child's life in school by the School Health Service.

Minor accidents are attended to in the school, but in more serious cases, parents or emergency contacts are informed, so that the child may be taken to hospital. If no one can be contacted, the child will be transported immediately to Inverclyde Royal Hospital by a member of staff. If a child becomes ill and cannot remain in school, parents or emergency contacts will be telephoned to come and take the child home. It is essential to keep the school informed of any change in the emergency contact telephone number or your home or work telephone number so that contact can be made as quickly as possible.

If there are any medical requirements for a child, parents should inform the school in writing. Parents of children requiring medication during school hours are welcome to come into the school office to administer the medication. If parents would like a member of staff to administer medication, they must bring prescribed medication, with a pharmacy dispensing label clearly readable, to the school office and complete the appropriate consent form.

ALLERGY AWARE

Wemyss Bay Primary School and Nursery Class is an allergy aware establishment, committed to supporting the health, safety and wellbeing of all children. We work closely with families and health professionals to ensure that children with allergies are identified and supported appropriately. Individual care plans are in place where required and staff receive appropriate and relevant training as required. To help keep everyone safe, we ask parents and carers to inform the school and nursery of any allergies as early as possible and to follow the guidance regarding food brought into school. We ask that no nuts or nut products are brought to school or nursery.



MEALS

School meals are provided on a cafeteria basis. All children in the nursery and P1-7 are entitled to a free school meal. Hot meals, snacks, sandwiches, fruit, drinks etc are available daily. Mrs McPherson, our Catering Manager, can also cater for children who require a special diet, so please inform the school if this is necessary. Children can bring a packed lunch to eat if they prefer. There are adults present, in a supervisory capacity, in the school dining hall for children's safety.

There is, in Inverclyde, an Education Services Health Policy and using this we have succeeded in making our school a "Health Promoting School". This was achieved through improved health awareness in the curriculum, greater opportunities for physical activity.

Parents of children receiving one of the benefits as outlined on page 28 will normally be entitled to monetary grants for free school meals. Information and application forms for free school meals may be obtained from schools and Education Services, Wallace Place, Greenock, PA15 1JB or by visiting <https://www.inverclyde.gov.uk/education-and-learning/schools/www-dwp-gov-uk>

HEALTH AND SAFETY

At Wemyss Bay Primary School and Nursery Class, the health and safety and wellbeing of all pupils, staff and visitors are of the highest importance. Working in partnership with Inverclyde Council, we are committed to providing a safe, secure and nurturing environment where everyone is respected and protected. Clear procedures, regular risk assessments and positive relationships help ensure that health and safety responsibilities are shared and understood, supporting the wellbeing of our whole school community.

SUPERVISION OF PLAYGROUNDS

The safety of our pupils is our priority. An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. The janitor and support staff carry out these duties to help keep children safe and to deal with any injuries that may occur while children are playing. The playground is currently supervised from 8.55am and during all intervals and lunch breaks.



ATTENDANCE

Parents must inform the school of any absence before 9.30am each day. If no contact is made, the school office will contact the pupil's family and, thereafter, other emergency contacts beginning at 9.30am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no 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 should provide a note explaining the reasons for absence. If the school is not provided with a reason for absence, the absence will be recorded as "unauthorised". It is essential for the safety of our children that parents keep the school informed about every absence. It is also essential that parents keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

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 outwith school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

ATTENDANCE IN SCOTTISH SCHOOLS

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the Wemyss Bay Primary school register as either authorised: ie approved by the authority or unauthorised: ie unexplained by the parent (truancy) or temporarily excluded from school. The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication Included, Engaged and Involved - part 2:

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



Absence Rates

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils in the school, each morning and afternoon of each school day being a separate possible attendance.

%	Days missed equivalent to	Impact
100%	0	Excellent Gives your child the best chance of success and gets them off to a flying start
95%	9 days 1 week & 4 days	Good Gives your child the best chance of success and gets them off to a flying start
90%	19 days 3 weeks & 4 days	Poor Less chance of success. Makes it harder to progress.
85%	27 days 5 weeks & 2 days (Almost half a term)	Very Poor Serious implications
80%	36 days 7 weeks & 1 days (Half a term)	Unacceptable Serious implications on learning and progress.
75%	45 days 9 weeks Almost a whole term)	

Inverclyde Absence Policy

Step 1 Parents are informed of attendance record by letter if attendance falls below 90% in any given six-week period.

Step 2 Parents are invited to attend a maximising attendance meeting if there is no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.

Step 3 Referral for multi-agency case conference if no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.

Step 4 Referral to Attendance Review Committee if failure to cooperate with multi-agency recommendations.

CURRICULUM FOR EXCELLENCE

In Wemyss Bay Primary School and Nursery Class, we operate a broad curriculum which offers learning opportunities for learning in all general areas. Various methods of teaching are carried out so that pupils are able to display their strengths and develop their full potential across the curriculum. Play pedagogy and playful approaches to learning are used throughout the curriculum to allow opportunities for application of learning as well as developing curiosity and skills.

The curriculum framework for all Scottish educational establishments 3-18 is called Curriculum for Excellence. It is designed to provide the breadth and depth of education to provide young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in becoming successful learners, confident individuals, responsible citizens and effective contributors.

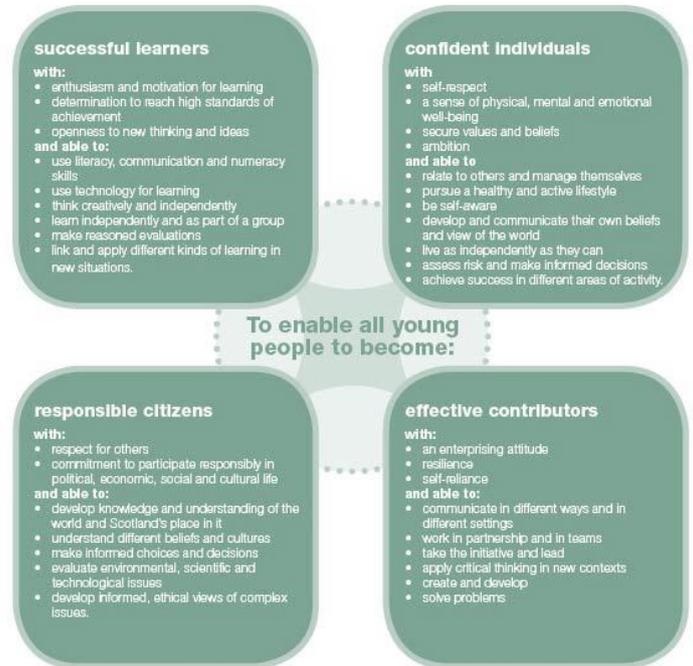
During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills.
- develop skills for learning, skills for life and skills for work.
- develop knowledge and understanding of society, the world and Scotland's place in it.
- experience challenge and success so that they can develop well-informed views and the four capacities.

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

- **Early Level** – the pre-school years and P1, or later for some
- **First Level** – to the end of P4, but earlier for some
- **Second Level** – to the end of P7, but earlier for some
- **Third and Fourth** – S1 to S3, but earlier for some
- **Senior phase** – S4 – S6 and college or other means of study

The curriculum is organised in eight main curricular areas. Learning and teaching is planned through these areas using the principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.



Literacy and English

There are two main aspects of the languages area of the curriculum. The first aspect covers experiences and outcomes in the language a young person needs to engage fully in their learning and in society - whether that is English or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second aspect covers experiences and outcomes in a modern language. In Wemyss Bay, French is taught throughout the school, with Spanish being introduced at Second Level. French and Spanish words and phrases are used across the curriculum and children learn through listening and talking, games and songs.



Language is at the core of thinking. We develop our ideas, communicate and reflect through language. Language and the development of literacy skills help young people achieve their potential and become active members of society who can contribute through their ideas and work. In Wemyss Bay, we foster a love of reading. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. We have a range of books available to children in class and in the school library to support reading for pleasure. Talking and listening for thinking is developed across all stages in the school and is used in every curricular area. The teaching of writing takes place within the area of language but also in many other curricular areas. We develop skills in spelling, punctuation and grammar as well as creative and expressive language. Pupils are encouraged to write with an increasing degree of independence, improved organisation and audience awareness.

Numeracy and Mathematics

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Learning in numeracy and mathematics involves a variety of topics organised under 3 main headings:

- Number and number processes
- Shape, position and movement
- Information handling

Pupils progress through activities designed to equip children with skills required for life, learning and work. At all stages, we aim to make learning in numeracy and maths as active possible and linked to real-life, practical situations. This allow pupils to improve and deepen their understanding of mathematical concepts. Pupils have the chance every day to engage with Number Talks, allowing them to articulate their strategies for solving number based problems in both familiar and unfamiliar contexts.

Health & Wellbeing

Health and wellbeing includes experiences and outcomes for personal, emotional, mental and social development, physical education, physical activity and sport, food and health, substance misuse, planning for choices and change and relationships, sexual health and parenthood.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing and underpins successful learning. In order to support this we make use of community partnerships to further enhance the experiences we are able to offer children for example working with Active Schools. Relationships, Sexual Health and Parenthood education is approached in an age and stage appropriate ways using the Scottish Government resources.

Expressive Arts



The expressive arts include experiences and outcomes in art and design, drama, dance and music. Through the expressive arts, children and young people have rich opportunities to be creative and imaginative.

Art and design includes drawing, painting and using a variety of materials, media and techniques to investigate visually and record. Within drama, children are encouraged to participate in improvisation, role play, characterisation, simulation and creative movement. Children experience a range of dance styles, including Scottish Country Dance.

Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. We aim to stimulate, nurture and sustain the curiosity, wonder and questioning of children, supporting children in their endeavour to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. Children are encouraged to ask searching questions based on their everyday observations and experiences of living things, the environment, materials, and objects and devices they interact with.

Social Studies

Social Studies helps children learn about the world around them, past and present. Through topics that include history, geography, culture, and aspects of society and the economy, children begin to understand their local area, their heritage, and the wider world. They explore important events, learn about people's achievements, and think about how communities change over time. They also learn about issues such as conflict and the environment in ways that are appropriate for their age. As they build this understanding, children develop the skills they need to become informed, responsible citizens who can make positive choices. Social studies can be linked to other areas of the curriculum, through interdisciplinary learning, making learning more meaningful, connected, and engaging for all pupils.

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy.



Religious and Moral Education

In Wemyss Bay Primary School, pupils are encouraged to recognise faith as an important expression of the human experience and are helped to become aware of the values, beliefs and practices of various religious traditions within and beyond our community. We celebrate major festivals together and invite representatives of faith groups to share their experiences with us.

Parents have the right to withdraw their children from instruction or assemblies if they so wish by informing the Head Teacher.

Outdoor Learning

Outdoor Learning is an important and integral part of our curriculum offer. Research clearly shows that being outdoors can enhance personal and social communication skills as well as having a positive impact on physical and mental health. Through Outdoor Learning, children are encouraged to:

- build confidence and develop a positive sense of themselves
- take responsibility for their own actions
- learn to work well with others and respect their needs
- broaden their understanding of the world around them
- learn how people and the environment depend on one another
- develop practical problem-solving skills and enjoy working as part of a team
- make healthy choices and understand the importance of their own wellbeing

Outdoor Learning also has a strong, positive impact on children's progress in literacy and numeracy. It boosts engagement and gives learning real meaning. Children are naturally enthusiastic about learning outside, and when they are more engaged, they learn more effectively. Outdoor activities provide real-life contexts that help children understand and apply literacy and numeracy skills. For example, writing about an outdoor adventure or following instructions for an outdoor task.





ASSESSMENT AND PROGRESS

Teachers carry out continuous assessment in all subjects. Teachers use their professional judgement to assess pupils on a daily basis to help plan for next steps in learning and teaching. Pupils are fully involved in identifying and setting targets. Most assessment takes place through formative assessment where teachers involve pupils in thinking about their own learning and progress. Teachers are constantly monitoring and assessing the progress of pupils through:

- Observations
- Oral tasks and feedback
- Written tasks and feedback
- Practical activities
- Standardised tests

A variety of other diagnostic tools are used to identify and support any challenges that may arise for some children at times in their education. Our aim is for all pupils to make appropriate progress.

Pupils in P1, P4 and P7 are also assessed using a computer-based programme called the Scottish National Standardised Assessments (SNSA). These assessments are completed online, as part of everyday learning and teaching, in reading, writing and numeracy. SNSAs provide additional information to help support teachers' professional judgement about how well children are progressing. They also help us to track our pupils' progress from P1 through to P7. Data from across Scotland on achievement of the Curriculum for Excellence levels is reported to the Scottish Government annually. More details of this can be found on the Parentzone website:

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

REPORTING TO PARENTS

Written reports are issued to parents in the March or April each year. Reports are also given orally twice a year during parents' evenings (ordinarily in October and May). Children also showcase their learning at various times throughout the year during which parents are welcomed into school as restrictions allow. Parents are able to make an appointment to discuss their child's progress at any time. Parents of children with an additional support need also have additional review meetings at appropriate times throughout the year.

HOMEWORK

Homework is given to reinforce and enhance aspects of learning in a variety of subjects. We believe homework is valuable for creating and maintaining a successful partnership between home and school and so we encourage parents to participate in homework activities with children. The suggested time spent on homework activities depends on the age of your child. Homework should take no more than 20 minutes per night in the P1-P3 classes, and no more than half an hour in the P4-P7 classes. Each Class Teacher will make sure that children and parents/carers understand the homework activities given.



SUPPORT FOR PUPILS

All children and young people need support to help them learn. The main sources of support in schools are 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. Some children require additional support at different stages through school. The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support, but could include:

- children who have a disability
- children with social, emotional and behavioural needs
- children with learning needs of a specific or general nature
- children who require challenge
- those who demonstrate underachievement relating to gender issues
- children whose learning has been interrupted through absence or illness
- children who have English as an additional language
- children from travelling families
- children whose family circumstances impact on attendance and learning.

Our Depute Head Teacher is our Additional Support Needs Leader whom parents should speak to if they think that their child requires additional support in school.

As with all local authority schools in Scotland, Wemyss Bay operates under the terms of the Additional Support for Learning Act (2009) and the accompanying Code of Practice. These procedures have been strengthened through the Children and Young People Act (2014). Therefore, 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 Teachers and, on occasion, support from visiting specialists such as our Educational Psychologist, School Health or the Inverclyde communication Outreach team. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with children, parents and teachers and is reviewed regularly.

Learning outcomes for children and young people with additional support needs are set out in a plan and then reviewed at meetings with parents and carers to determine any needs and the most appropriate supports. Everyone's views, including the child's, are equally important in order to consider what is currently working and how to determine next steps.

Children's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process in partnership with parents at the forefront. 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.



Co-ordinated Support Plans

Some children will have additional support needs that arise from complex or multiple factors and 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 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. You and your child, if they want to, will attend a meeting with staff at 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. Further information about additional support needs can be found on the Parentzone website: <https://education.gov.scot/parentzone/additional-support/>.

Inverclyde's mediation service can be accessed by contacting Mr 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

These organisations can supply further information and support to parents of children and young people with Additional Support Needs

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; www.enquire.org.uk

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.” www.sclc.org.uk/

CLOTHING & 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 of 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 by others to do so

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents 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.

Parents should not 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.



A list of uniform for your reference is shown below:

- White Shirt/Blouse or Polo Shirt
- Grey Trousers or Skirt/Pinafore
- School tie
- Royal Blue Pullover/Jumper/Sweatshirt/Cardigan

PE kit:

- White T-Shirt
- Royal blue shorts
- Sandshoes / Trainers

(Please note that hoodies may only be worn by Primary 7 pupils and the school will issue information on this to P7 families during the school year).



CLOTHING GRANT & FREE SCHOOL MEALS

Parents of children receiving one or the following benefits may be entitled to monetary grants for footwear and clothing for their children:

- Income Support (IS)
- Income Based Job Seekers Allowance (JSA)
- Income related Employment and Support Allowance (ESA)
- Child Tax Credit, but not Working Tax Credit
- Parent is in receipt of Working Tax Credit and/or Child Tax Credit
- Universal Credit
- An asylum seeker, receiving support under Part VI of the Immigration and Asylum Seekers Act 1999
- You look after a child/children as part of a formal Kinship Care agreement, registered by Social Work Services.

Although all children are entitled to receive a free school meal, parents who are entitled to a grant to assist with clothing still have to apply for a clothing grant. An application form will still require to be completed and the appropriate household income evidence submitted.

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education and Social Care. Information and application forms may be obtained from schools and from Education Services, 105 Dalrymple Street, Greenock, PA15 1HU or by visiting <https://www.inverclyde.gov.uk/education-and-learning/schools/www-dwp-gov-uk>



PARENTAL INVOLVEMENT

Our parents, carers and families are very important in supporting our children through their educational experience. We recognise that parents and families have skills to contribute to, and support our school, and this is achieved in many different ways. Parents are invited to workshops throughout the school year which focus on the curriculum. We also encourage our parents to become further involved through parent/child homework tasks.

We encourage our parents to voice their suggestions and opinions through parent focus groups, responses to newsletters, questionnaires, and telephone calls. Our school operates an 'open door' policy and we will endeavour to be available to parents and carers when needed. If you have any concerns or worries, please contact the school right away and we will endeavour to resolve these for you.

Inverclyde Complaint Procedure

There is also a formal complaints procedure in line with Inverclyde Council Policy. Stage 1 complaints are dealt with at school level. Inverclyde Council is committed to providing high quality customer services. We value complaints and use information from them to help us improve our services. If something goes wrong, or you are dissatisfied with our services, please tell us. Details can be found using the link <https://www.inverclyde.gov.uk/council-and-government/complaint>

PARENT FORUM AND PARENT COUNCIL

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

As a statutory body, it has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through PVG scheme. This included

Wemyss Bay Parent Council

Our Parent Council is known as the Parent Partnership. This is a very active group which has an excellent relationship with the school. There is a very successful sub-group of the council that holds various fundraising events throughout the year to support the work of the school.

Meetings are held regularly and dates are given in our newsletters.

Events are publicised by emails, X and the local Wemyss Bay Community Facebook Group. New members are always welcome - the school office can be contacted for more information.





BOOKBUG

Bookbug is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Starting school is an exciting and challenging time for your child and your support at home makes a real difference to their learning. Look out for your Bookbug Primary 1 Family Bag, a free bag of books and activities your child will receive at school in November from Bookbug, to help support their reading, writing and counting skills. You will find films of the books being read aloud and more information about the P1 Bag [here](#).

READ WRITE COUNT

Read Write Count with the First Minister is a National gifting programme, aiming to build parents' confidence and encourage families to include easy and fun reading, writing and counting activities in their everyday lives. Every Primary 2 and Primary 3 child in Scotland will receive a free bag with books, educational games and writing materials to be gifted during Book Week Scotland, in November. Resources for schools and extra activities for families to use at home can be found [here](#).

PARENTZONE SCOTLAND

[Parentzone Scotland](#) is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.





TRANSPORT

The Council currently has a policy of providing free transport to all primary pupils who live more than one mile 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 who consider they are eligible should obtain an application form from the school or Education Services at Wallace Place, Greenock, PA15 1JB. 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's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent'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.

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 will do all we can to let you know about the details of closure or re-opening.

We will keep you in touch by using email, Inverclyde Council Website, Social Media and announcements in the press and on local radio. <https://www.inverclyde.gov.uk/>



USEFUL ADDRESSES AND CONTACTS

CORPORATE DIRECTOR OF EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Ms Ruth Binks
Municipal Buildings
Clyde Square
GREENOCK
PA15 1LX
Phone: 01475 712761

LOCAL AUTHORITY EDUCATION OFFICE

Inverclyde Council
Wallace Place
GREENOCK
PA15 1JB
Phone: 01475 712850
Head of Education: Michael Roach
Head of Inclusive Education, Culture & Corporate Policy: Tony McEwan

CONVENER EDUCATION & COMMUNITIES COMMITTEE

Councillor Jim Clocherty
Education Services Committee
Municipal Buildings
GREENOCK
Phone: 01475 712727

SKILLS DEVELOPMENT SCOTLAND

112 West Blackhall Street,
GREENOCK
Phone: 01475 553710

COMMUNITY LEARNING & DEVELOPMENT

James Watt Building
105 Dalrymple Street
Greenock
PA15 1HU
Phone: 01475 715450



GENERAL DATA PROTECTION REGULATIONS AND DATA PROTECTION ACT 2018

Information on children, parents and carer 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 General Data Protection Regulation and Data Protection Act 2018. For further information please refer to:

<https://www.inverclyde.gov.uk/site-basis/privacy>

Or click on the following: [Privacy page link](#)

A range of authority policies relating to education can be found on the Inverclyde Council website;

<https://www.inverclyde.gov.uk/education-and-learning/schools>

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 years**