

# Lawmuir Primary School



## Handbook 2020

*'Believe & Achieve'*



Dear Parent/Carer,

Welcome to Lawmuir Primary School, this handbook is written for all parents/carers of children at or about to enrol as a pupil in Lawmuir Primary School. It contains information about the school itself and the varied aspects of primary education. I hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents/carers. We can assure you that we will all do our best to make sure that you and your child will enjoy being part of our school in the years to come.

Our aim is to work in partnership with parents/carers and we actively encourage you to take a positive role in the education of your child. With your support, we can work together to make sure your child gets the very best primary education available.

Enquiries are dealt with speedily and courteously. Should you wish to speak with any member of staff please call into the school office or telephone 01698 274930 to make an appointment for a mutually suitable time.

Yours sincerely,

*Lorraine Hunter*

Mrs. Lorraine Hunter  
Head Teacher

# Lawmuir's Vision Statement

*'Believe & Achieve'*

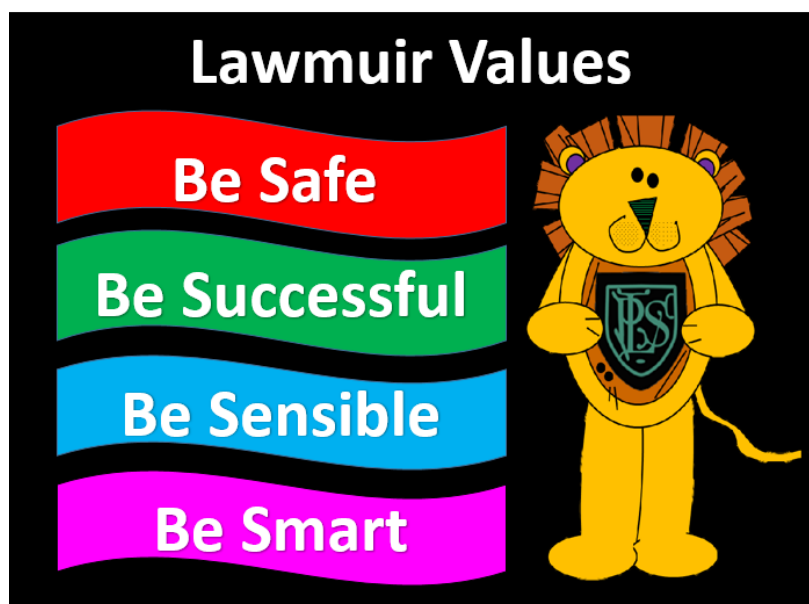


As pupils, staff and parents of Lawmuir Primary School our vision is that our school is at the heart of our community where we feel safe, valued and show respect for ourselves and others.

As lifelong learners we are confident individuals, responsible citizens, effective contributors and successful learners.

Our curriculum offers opportunities for active learning, personal choice and fun with high expectations of all.

Achievement within our school and wider community is recognised and celebrated, encouraging all to realise their full potential.





Pupils in P.E. Kit

## School Information

School Name:	Lawmuir Primary School
Address:	Footfield Road Bellshill ML4 2BY
Telephone Number:	01698 274930
Fax. Number:	01698 749702
E-mail:	enquiries@lawmuir.n-lanark.sch.uk
Website:	www.lawmuir.n-lanark.sch.uk
Blog:	<a href="https://blogs.glowscotland.org.uk/nl/lawmuirBlog">https://blogs.glowscotland.org.uk/nl/lawmuirBlog</a>
Twitter:	@LawmuirPS
Denominational Status:	Non-denominational
Associated Secondary School:	Bellshill Academy Main Street Bellshill ML4 1AR
Tele:	01698 274940
Stages Covered:	Primary 1 – 7
Planning Capacity:	425
Working Capacity:	425
Present Roll:	283

Present Class Structure:	Primary 1	28	(2 class teachers)
	Primary 2	21	
	Primary 2/3	24	
	Primary 3	25	
	Primary 4	28	
	Primary 4/5	22	
	Primary 5	29	
	Primary 5/6	23	
	Primary 6	30	
	Primary 7	27	
	Primary 7	26	

**Composite Classes:** Composite classes are made up of children from more than one stage, e.g. P.6/7 class will consist of children from both P.6 and P.7. From time to time it may be necessary to form composite classes as described in the definition above. The criteria used when forming composite classes can be “working groups”, based on Literacy/Numeracy, or “social groups” based on friendship groupings. When forming a composite P.1/2, the age of the P.1 children may be a determining factor.

**Community Facilities:** The school is available for members of the community to use. All applications for the use of the school should be directed to the Community Facilities Section, Kildonan Street, Coatbridge, who will advise on availability and charges. The school will be advised in writing of the proposed lets and will be invited to approve the lets.

**Friends of Lawmuir Parent Council e-mail:** [parentcouncil@lawmuir.n-lanark.sch.uk](mailto:parentcouncil@lawmuir.n-lanark.sch.uk)  
**Friends of Lawmuir Parent Council Twitter:** @LawmuirPSPC



*Parent Council 'Friends of Lawmuir'*

# Staff

## **Senior Management Team**

### **Head Teacher: Mrs. Lorraine Hunter**

#### Remit:

- Overall responsibility for the management of the school
- Formulation and monitoring of school policies
- Curriculum Design
- Raising Achievement for All
- Raising Attainment
- Learning and Teaching
- Overall Responsibility for all Curricular Areas
- Specific Responsibility for: Assessment, Recording and Reporting
- School Improvement Overall Responsibility
- Quality Framework: School Improvement Plan, School Improvement Report
- Promoting Inclusion
- Whole School Discipline, Ethos
- Staffing: Appointment and Deployment of all staff, Professional Review and Development of staff, CPD Co-ordinator
- Monitoring through Self-evaluation
- Management of Resources: DSM Budget, School Building
- School Budget, School Fund
- Health and Safety, School Security
- Adviser: Friends of Lawmuir Parent Council & Pupil Council
- Liaison: Associated Pre 5, Primary and Secondary Establishments, Psychological Service, Visiting Services, Social Services and Partnership Agencies eg: CLD
- All aspects of Communication
- All other Management issues

### **Acting Depute Head Teacher: Miss Tracy Hurst**

#### Remit:

- Overall responsibility in absence of Head Teacher
- Responsibility for Primary 1-7 including: Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment,
- Overall management GIRFEC
- Monitoring: Forward Plans, Learning and Teaching, Classwork, Pupil Progress
- Monitoring through Self-evaluation
- Staffing: Absence Cover Timetables, Support Staff Timetables, Pastoral remit, Student Placements
- Communication with Parents: (School website, blog, Twitter)
- Liaison: Social Work, Health, Educational Psychologist & external agencies supporting pupils
- Member of School Improvement Plan Core Group
- School Finance Committee member
- Budget: Support for Learning
- Assessment Co-ordinator
- ICT & media Co-ordinator
- School Improvement Responsibilities: Raising Attainment

### **Acting Principal Teacher: Miss Lynn Harper**

Remit:

- GIRFEC Leader; Health & Wellbeing Champion, Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment, GIRFME plans
- Self-evaluation HGIOS 4
- Staffing: Probationer Mentor, Supporting Colleagues, Staff Health Co-ordinator
- Communication with Parents; Blog & Twitter
- Liaison: Partnership Agencies where appropriate
- Member of School Improvement Plan Core Group
- School Finance Committee member
- Budget: Early Intervention, Health & Wellbeing Resources
- School Improvement Responsibilities: improving Health & Wellbeing
- Eco Schools Award Co-ordinator; Pupil Voice

### **Principal Teacher PEF: Miss Jenny Burke**

Remit:

- GIRFEC Leader; Numeracy Champion, Early Years Transition, Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment, GIRFME plans
- Self-evaluation HGIOS 4
- Staffing: Probationer Mentor, Supporting Colleagues
- Communication with Parents, Blog & Twitter
- Liaison: Partnership Agencies where appropriate
- Member of School Improvement Plan Core Group
- School Finance Committee Member
- Budget: Early Intervention, Numeracy Resources
- School Improvement Responsibilities: improving attainment Numeracy
- Global Citizenship & Fairtrade Co-ordinator

### **Principal Teacher PEF: Miss Jillian Law**

Remit:

- GIRFEC Leader; Literacy Coach: Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment, GIRFME plans
- Self-evaluation HGIOS 4
- Staffing: Probationer Mentor, Supporting Colleagues
- Communication with Parents; Blog & Twitter
- Liaison: Partnership Agencies where appropriate
- Member of School Improvement Plan Core Group
- School Finance Committee member
- Budget: Early Intervention, Literacy Resources
- School Improvement Responsibilities: improving attainment Literacy
- Pupil Council; Rights Respecting School Award Co-ordinator

# Curricular Champions

Literacy  
Numeracy  
Health & Wellbeing

Jillian Law, PT  
Jenny Burke, PT  
Lynn Harper, PT

# Leadership

Learning for Sustainability / Active Schools  
Global Citizenship & Fairtrade  
JRSO's Travel Team / ASD Co-ord  
MLPS 1<sup>st</sup> Level / Staff CLPL Book Club  
Pupil Council; Rights Respecting School / Nurture  
Digital Leadership  
Sports Council  
Video Enhanced Reflective Practice Co-ord  
Learning through Play  
Pedagogy Practitioners (Planning Assessment & Moderation)  
Poverty Proofing Co-ord  
Family Learning / Partnership

Lynn Harper  
Jenny Burke  
Laura Stewart  
Jillian Gehrmann  
Jillian Law  
Maxine Stewart  
Tracy Hurst  
Lilian Muirhead  
Laura Stewart / Rachel Hawkins  
Megan Shanks / Amy Sutherland  
Joanne Kirkhope  
Lucy Roy CLD Schools Worker



**Celebrating Success**



<b>Class Teachers</b>		
Primary 1	R1	Miss Laura Stewart / Miss Jenny Burke
Primary 2	R3	Miss Lilian Muirhead
Primary 2/3	R5	Mrs Rachel Hawkins
Primary 3	R12	Miss Colette Wilson
Primary 4	R11	Miss Katie Wilson
Primary 4/5	R7	Miss Jillian Gehrman
Primary 5	R6	Miss Rachel Scott / Miss Lynn Harper
Primary 5/6	R10	Mrs Maxine Stewart
Primary 6	R13	Mrs Gillian Henderson/ Mrs Joanne Kirkhope
Primary 7	R14	Miss Megan Shanks
Primary 7	R17	Miss Amy Sutherland
Non Class Contact Cover (Mon-Wed)		Mrs Gillian Wright

## **Promoted Staff**

Head Teacher:

Acting Depute Head Teacher:

Acting Principal Teachers:

Mrs Lorraine Hunter

Miss Tracy Hurst

Miss Jenny Burke

Miss Lynn Harper

Miss Jillian Law

**Total number of Teaching Staff: 14.23FTE**

## **Additional Staffing: Scottish Attainment Fund**

1.0 FTE Allocation



# School holidays and term dates 2019/20

**In-service days:** Monday 12 August 2019 & Tuesday 13 August 2019

**Pupils return to school:** Wednesday 14 August 2019

**September weekend holidays:** Friday 27 September to Monday 30 September

**October break:** Monday 14 October 2019 to Friday 18 October 2019 (inclusive)

**In-service days:** Monday 18 November 2019 & Tuesday 19 November 2019

**Christmas and New Year Holidays:** Friday 20 December 2019 – Friday 3 January 2020 (inclusive)

(School closes 2.30pm on Thursday 19 December 2019)

(School returns on Monday 6 January 2020 at 9am)

**Mid-term break:** Monday 10 February 2020 & Tuesday 11 February

**In-service Days:** Wednesday 12 February & Thursday 13 February

**Spring break:** Monday 6 April 2020 to Friday 17 April 2020 (inclusive)  
(Good Friday 10 April 2020 and Easter Monday 13 April 2020)

**May day holiday:** Friday 8 May 2020

**In-service day:** Monday 11 May 2020

**May weekend holiday:** Friday 22 May & Monday 25 May

**School closes:** 1.30pm on Wednesday 24 June 2020

## Transfer/Enrolment

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from Orbiston Nursery Class, Bellshill Nursery Centre, local nurseries and playgroups. Notice is also given through school twitter and blog accounts.

Parents wishing to see round the school should contact the head teacher.

Parents who need a place for a child at any other time of the school year should contact the head teacher to discuss availability and to make arrangements to visit the school.

## Equal Opportunities

The school is committed to eliminating all forms of discrimination including disability, gender and religion; promotion of equality of opportunity and good relations.

The school is committed to ensuring it's policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

To ensure this, the school has developed a proactive programme of study which challenges all aspects of discrimination. This is done through a variety of activities which encourage discussion of relevant issues and help to foster tolerance and build positive relationships. Discrimination in any form be it action or inaction is not tolerated. Ref: 'Promoting Equality and Diversity' Circular Gen 155-10, NL Equality and Diversity Policy and Equality Strategy 2019-2024 and Equality Act 2010.

## What is Curriculum for Excellence?

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'. The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

## **What are the Curriculum for Excellence levels?**

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

## **What is the Broad General Education?**

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

### **Curriculum Areas and subjects**

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

Expressive Arts	Mathematics & Numeracy	Social Studies
Health and Wellbeing	Religious and Moral Education	Technologies
Languages & Literacy	Sciences	

## **The Senior Phase**

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and

achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

### **Personal Support/Career Planning**

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

### **Assessment and Reporting**

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

In Lawmuir Primary School assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Records of Achievement are used as a means of gathering assessment evidence, celebrating success and recording learning targets. In these folders, children's best work are filed and can be used as part of our reporting to parents, as well as a record of work and standards achieved. At other times, standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning. All parents will receive a written school report each year. This will indicate pupil's progress in all areas of the curriculum. Curriculum for Excellence developments are being taken forward through the priorities identified in the School Improvement Plan.

In secondary schools the following formal assessments are used:

- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking into account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

### **Literacy including** (MLPS French & Spanish)

In Lawmuir we follow North Lanarkshire Council's Active Literacy Approach. This Literacy programme uses a variety of strategies that are designed to incorporate visual, auditory and kinesthetic (active) learning. 'Phonics', the sound of the letters, is taught alongside early reading skills such as using pictorial clues. Work is carried out within the contexts of the class or group reading lessons and throughout many other curricular areas.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension with children again using a variety of materials to consolidate and extend their skills. We use a range of novels and commercially produced resources to develop reading and comprehension skills. Talking and listening and knowledge about language skills are linked to work in reading.

The development of writing and handwriting skills are directly taught as part of North Lanarkshire Council's Active Literacy Programme. Children are taught the skills they need in groups and targets are set and worked towards.

Children are given opportunities to develop their talking and listening skills through play and these skills are further enhanced and transferred across all other areas of the curriculum.

We are continually updating expanding our provision of library books in order to encourage an interest in reading for information and for enjoyment. A central library has been established for a number of years and children are encouraged to work independently while learning basic reference skills.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. In Lawmuir children will learn French P1-7 and a block of Spanish in the senior stages. The study of language plays an important role in all language learning and the development of literacy skills.

### **Numeracy**

Children learn basic number skills, i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis. Maths lessons are made relevant to daily life so that children can develop the skills which they will need as adults.

To assist our teaching and learning a variety of resources are used including Heinemann Active Maths and TeeJay Maths. Other materials available in the school include Number Talks, Sum Dog and a variety of online programmes.

## **Social Studies**

In Social Studies children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills.

Educational visits are arranged, where appropriate, to support learning and teaching in Social Studies. Likewise members of the community and visiting specialists add practical and personal contributions to our many programmes of study.

## **Sciences**

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, Numeracy and skills in information and communication.

## **Technologies**

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

## **Expressive Arts**

### **Art and Design**

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums, e.g. music, poetry, the work of famous artists, etc. All children are



encouraged to develop their creative talents through participating in activities, which include the use of different materials, e.g. paint, and collage work, plasticine and clay.

## **Drama**

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, use movement and mime, use sound to express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Lawmuir these may often be linked to topic and language work.

## **Music**

Our aim in music is to foster a lasting interest in and enjoyment of musical skills. In Lawmuir, all children have the chance to realise their full potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs.

## **Dance**

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work of others.

## **Health and Wellbeing**

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables some to perform at high levels in sport or prepare for careers within health and leisure industries.

As part of the Health and Wellbeing programme staff and pupils will also explore subjects such as Personal Safety, Sexual Health and Relationships Education, Drug and Alcohol Abuse, Road Safety, Bully Proofing, Keeping Healthy, etc. Parents are encouraged to attend workshops which provide information about these topics and to speak to members of staff if they have any concerns.

As part of the health promotion work our pupils receive high quality health education and take part in a range of activities throughout the year including sport taster sessions, visits from our dental hygienist, a variety of after school clubs and opportunities to prepare healthy food.

## **Physical Education**

All pupils have two hours of P.E. each week, some of which will be outside (weather permitting). This provides them with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster a positive attitude to health and fitness. P.5 pupils attend swimming lessons in a 12 week block; a variety of coaching sports such as flag football, hockey and netball are offered when available.

## **Homework**

All teachers set homework tasks most days but no child should need to spend more than 30 minutes completing this and generally, the time needed will be considerably less. Tasks set may include reading, especially in the early stages, practice of number and maths work, spelling, practical tasks, etc. – the tasks will be linked to work covered in class and should be able to be completed by the child working independently. All children are given a homework diary in which the children or teacher will note the work to be done each day. Parents are asked to sign when the work has been completed and make any comments in the space provided. A copy of our homework policy and guide for parents is available from the school on request. Where a homework task is issued which requires specific resources e.g. access to a computer, craft materials etc. please contact the class teacher if you would like support.

## **Additional Support Needs**

Lawmuir complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

In Lawmuir Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, most pupils may, at some point in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may include additional tuition, advice from other professionals, provision of appropriate materials and practical help within the classroom.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the school. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council Guidelines.

The term additional support needs refers to any child who, for whatever reason, requires additional support for learning. These support needs can arise from any factor which causes a barrier to learning. Children who require additional support for a variety of reasons may include those who:

- Have motor or sensory impairments

- Are experiencing bullying behaviour
- Are particularly able or talented
- Have experienced a bereavement
- Have a learning difficulty
- Are living with parents who are misusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers.

*Looked After Children (LAC) i.e. children who are cared for directly or whose care is supervised by the Local Authority are deemed to have Additional Support Needs unless assessment determines otherwise.*

We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Lawmuir the Senior Management Team take responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing. However, the head teacher retains overall responsibility.

Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

The school follows North Lanarkshire Council's Support for Learning Policy through the implementation of a staged intervention process:

- Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.
- Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school.
- Level 3 – External support where education staff identify that the child or young person requires support or planning from beyond the school but within education.
- Level 4 - External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Lawmuir is able to cater for a wide range of additional support needs. The school works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Child, Adolescent Mental Health Service (C.A.M.H.S) and Social Services (including Transport and Housing).

Where a child has English as an additional language they will be supported within school and, where appropriate, by North Lanarkshire's Bilingual Services.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. Requests should be made to the head teacher.

Parents and pupils are an essential part of the assessment, planning and review process and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

## **Getting it Right for Me plans**

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment, planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

## **Dispute Resolution**

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with

any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

## School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils and staff, and taking into consideration national and authority targets, priorities are identified.

<b>Priorities for 2019 – 2020</b>	
<b>Priority 1</b>	<b>Improve Tracking and Monitoring of pupil attainment to secure improved outcomes for all learners including the most deprived children and those who are looked after.</b>
<b>Priority 2</b>	<b>To implement a play approach to learning and teaching across the curriculum in P1 with emphasis on literacy, numeracy &amp; health &amp; wellbeing</b>
<b>Priority 3</b>	<b>To improve children's Health &amp; Wellbeing by embedding a Whole School Nurturing Approach.</b>
<b>Priority 4</b>	<b>Working in partnership with Community Learning and development to improve outcomes for learners and their families.</b>

Priorities are decided on an annual basis.

In arriving at our improvement priorities, the school has taken account of North Lanarkshire's Aspire priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners. Current national priorities, are outlined in the NIF, have also been considered (see below):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Copies of the School Improvement Plan and School Improvement Report are available on request at the school office.

Information on Achievement of Curriculum for Excellence Levels can be found [here](https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1)  
<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1>

### ***Extract from School Improvement Report, 2019***

We are highly committed to improving our school. Staff are empowered to develop leadership at all levels within the classroom and beyond, with the support MT. This improves the capacity for continuous improvement in Lawmuir Primary School.

All members of the school community are encouraged to be fully involved in improving the life and work of the school through the school improvement plan. We use a range of effective approaches to ensure all staff, partners, learners and other stakeholders are actively involved in our ongoing self-evaluation activities.

Our active Parent Council are involved in promoting Lawmuir Primary School within the community, encouraging parents to be involved in decision making and overall management of the school to improve outcomes for learners.

Through the self-evaluation model we have improved systems for tracking and monitoring of pupil progress, in Literacy, Numeracy & Health & Wellbeing. All staff have access to a range of data which provides reliable evidence to report on the progress of pupils based on class teachers' professional judgements. Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people.

## **H.M.I.e.**

H.M.I.e. completed an inspection of Lawmuir Primary in May 2009. The inspection report was published in August 2009 identifying a number of major strengths within the school. Parents can access this online at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk). In addition, the school underwent a Quality Improvement Visit by North Lanarkshire Council in November 2008 which again confirmed the accuracy of the school's self-evaluation process.

## **Fair Trade**

In June 2009 we were awarded Fairtrade status for the first time. As a school we are committed to promoting Fairtrade products as well as teaching pupils, staff and parents about the benefit of this scheme. Fairtrade is an organisation which ensures that the poorest workers around the world are given a fair price for their products. Look out for the Fairtrade logo on many products including coffee, bananas, clothing and flowers.

## **Eco Schools**

The school was awarded our first Green Flag in November 2008. Our eco work involves anti-litter campaigns, looking at ways of becoming more energy efficient and continuing to improve the biodiversity of our school grounds.

## **School Ethos**

The school employs a range of strategies in order to promote a positive ethos throughout the school.

## **Whole School Assemblies**

Assemblies are taken by members of the Management Team, pupil committees, classes and visiting speakers.

## **Spiritual, Social, Moral and Cultural Values**

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Lawmuir with these broad aims in mind and reflects council and national policies as set out by the Education (Scotland) Act 1980.

We have a structured programme, which is taught by class teachers and includes input from the school chaplain. Included in our R.E. programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. While studying R.E. classes may make visits to local churches and other sacred buildings.

Whole school assemblies take place on a weekly basis, usually Friday mornings, and are conducted by pupils, staff and visiting speakers. It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the head teacher, in writing, to allow any arrangements to be made.

*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 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.*

Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

## **Extra Curricular Activities**

Lawmuir offers an extensive range of out of school hour learning opportunities in the form of After School Clubs. These clubs are run and organised by both class teachers and visiting specialists to the school. All clubs take place within the school grounds: gym hall, playground, classrooms. In previous years clubs have included Scripture Union, Choir, Art, Badminton, Football and Netball. Parents/carers who would like to help at or organise an After School Club should contact the head teacher.

Residential Trips to Kilbowie Outdoor Centre in Oban are organised annually for our Primary 7 children. Trips normally run from Monday to Friday or from Friday to Sunday and include climbing, canoeing, gorge walking, hill walking, dry slope skiing, sailing, power boating and orienteering.

## **Freedom of Information**

*The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484.*

## **Data Protection**

### **General Data Protection Regulations (GDPR) Statement for Education**

#### **What is this statement?**

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

### **Who are we?**

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Kildonan Street, Coatbridge ML5 3BT.

### **Why do we need your personal information and that of your child or young person?**

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

### **Legal basis for using your information**

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

### **Your personal information**

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

### **How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school



- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

### **Who do we share information with?**

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health. We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

### **How long do we keep your information for?**

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.

### **Your rights under GDPR**

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information
  - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

<b>The Council's Data Protection Officer</b>
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

<b>The Information Commissioner</b>
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).
Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes.

Accurate and up-to-date data allows SGEP, education authorities and schools to:

plan and deliver better policies for the benefit of all pupils,

plan and deliver better policies for the benefit of specific groups of pupils,

better understand some of the factors that influence pupil attainment and achievement,

target resources better.

## **Your GDPR rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

## **Any Concerns**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to:

***The ScotXed Support Office, SEGP, 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.***

## **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

## **Child Protection**

*Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.*

*The Head Teacher is responsible for the schools actions in response to Child Protection concerns.*

*If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.*

*Child Protection Co-ordinator is:* Mrs. Lorraine Hunter, Head Teacher

Telephone Number: 01698 274930

## **Adult Protection**

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools actions in response to Adult Protection concerns

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines (See

Adult Protection Co-ordinator is: Mrs. Lorraine Hunter, Head Teacher  
Telephone Number: 01698 274930

## **School Discipline**

The relationship between pupils and teacher is similar to that between a child and his or her parents/carers and is built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Lawmuir promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and wellbeing of all.

The school has a clear policy on positive behaviour and this is reviewed annually. In the event of a pupil's continual misbehaviour, parents are informed and their co-operation is sought. Where the indiscipline continues parents would be invited to the school to discuss the situation and agree the support required to improve behaviour.

## **Anti-bullying**

The school has developed a clear policy on anti-bullying, a summary of which is available on request from the school.

In Lawmuir we take a proactive approach to anti-bullying by implementing a whole school bully-proofing programme. This programme takes the form of regular assemblies, planned and delivered by staff and children from a range of classes. All classes operate a Circle Time programme, which provides an appropriate mechanism for discussion of bullying and other related incidents.

## **Supervision During Wet / Indoor Breaks & Lunches**

Children are supervised by Additional Support Needs Assistants, Classroom Assistant, Facilities Officer and members of the Management Team.

In line with the ethos of Curriculum for Excellence, our senior pupils are involved in mentoring younger pupils and are therefore available at these times to give support. For some children a busy classroom without a teacher to regulate their behaviour may prove to be overwhelming, in such circumstances individual support is made available to ensure all children experience a positive break time.

*An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.*

In Lawmuir, our Facilities Officer, Additional Support Needs Assistants and Classroom Assistant provide supervision of the playground.

## **Home and School Links**

In Lawmuir Primary we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We have helpers who, from time to time, help out with a range of events and activities throughout the school year e.g. the school library, assisting on educational visits, and special events. Any parents/carers wishing to help, should contact the head teacher.

Social events at the school are very well attended and the hall is always packed to capacity at our school concerts and class assemblies.

Information is issued via twitter, the school blog, stickers in diaries, letters and termly newsletters. The school makes good use of social media (twitter) to inform parents of coming events, to report on activities that have taken place and to celebrate the achievements of our pupils. Parents are invited throughout the session to activities and events in class and the school. As part of the whole school self evaluation, parents have are invited to complete questionnaires to help identify priorities for the school improvement plan and are regularly invited to contribute to other aspects of the school. Pupil achievements are displayed around the school, in the local press and tweeted. Curricular workshops are organised for parents as well as the more formal parent/teacher interviews, which take place in November and March of each session. Written reports, which highlight pupil progress and next steps, are issued at the end of each school session.

Parents who have a concern about their child should, in the first instance, contact their child's class teacher. If the situation cannot be rectified at this stage a member of the Management Team may become involved. If you have any concerns please contact the school to make an appointment with a member of staff. There is also a "Complaints and Suggestions" box located at the main office which can be used by parents. We aim to get back to parents regarding any concerns within seven days, this is in line with North Lanarkshire Council's policy.

## **School Community Links**

The school fosters close links with the community. The school has regular visitors from the local Community Police, Fire Service and Health Service Staff. Members of the community are often invited to the school to support work in Social Studies and programmes are further enhanced through visits through visits to community facilities e.g. The Bellshill Cultural Centre, Sir Matt Busby Sports Centre etc. Likewise members of the community and community groups e.g. Orbiston Neighbourhood Centre are regularly invited to school events e.g. Christmas events, School Shows etc. The school actively seeks opportunities to participate in community events.

## **Attendance at School**

*Section 30 of the 1980 Education Act plays 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.*

*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 school register as authorised or unauthorised as defined by the Scottish Government.*

At the start of each school session parents will be asked to provide contact details including at least one emergency contact number and one mobile number (for the text messaging service). Parents are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the morning of the first day of absence. Where a child has not registered and the school has not been informed of the absence the school's text messaging service will be activated. Parents are asked to respond to the messaging service by contacting the school

immediately. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

### **Family Holidays during Term Time**

*Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/Carers should inform the school by letter of the dates before going on holiday.*

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

*A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.*

*A family holiday classified under the 'authorised absence' category will not include such reasons as:*

- *The availability of cheap holidays*
- *The availability of desired accommodation*
- *Poor weather experience during school holidays*
- *Holidays which overlap the beginning or end of term*
- *Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)*

*Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.*

### **Extended Leave with Parental Consent**

*Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.*

*Leave in such circumstances will be authorised under circumstances such as:*

- *Extended overseas educational trips not organised by the school*
- *Short-term parental placement abroad*
- *Family returning to its country of origin (to care for a relative, or for cultural reasons)*
- *Leave in relation to the children of travelling families*

### **Exceptional Domestic Circumstances**

Parents/Carers may request permission for such leave in writing and the school may authorise such requests under the following:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Parents/carers may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised it must be in writing and detail the destination and duration of the absence, and the provision to be made for the education of the child during the period of absence.

If there is no explanation from the parents/carer, the absence will be recorded as unauthorised.

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

## **Clothing and Uniform**

*All North Lanarkshire schools must have a dress code, which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents/Carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/Carers will be keen to support the dress code and written agreement may be sought.*

*Clothing which is unacceptable in school under any circumstances includes items which:*

- *could potentially encourage factions (e.g. football colours);*
- *could cause offence (e.g. anti-religious symbolism or political slogans);*
- *could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery;*
- *are of flammable materials which may be a danger in certain classes (e.g. shell suits);*
- *could cause damage to flooring*
- *carry advertising in particular for alcohol or tobacco, and*
- *could be used to inflict injury to other pupils or to be used by others to do so.*

Lawmuir's uniform consists of a grey sweatshirt (black for Primary 7), a green polo shirt or white shirt and school tie, grey or black trousers/skirt. A small stock of the sweatshirts, polo shirts and ties is kept at the school and is available for purchase.

*Parents/Carers of Primary aged children in receipt of a clothing grant from the Council will be encouraged to purchase items, which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from any school or First stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment and Support Allowance (income related), housing benefit, council tax reduction.*

*Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community.*

*In such circumstances a head teacher may justify the use of the school discipline procedure.*

*The Council wishes to minimise claims arising from the loss of pupils' 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, jewellery, etc, are not brought to school. Parents/Carers should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.*

## Meals

### **Breakfast Club**

Our kitchen operates a breakfast service which starts at 8.30am each morning. Children have the choice of cereal, toast and milk or fruit juice for a cost of £1 (free for those entitled to free school meals and children in P1-3).

### **Lunchtime**

The North Lanarkshire Primary school catering team are working towards achieving the '**Food for Life Served Here**' bronze level award standard for school meals. This means our menus will be certified as being freshly prepared, free from GM and other additives, use free range eggs, take account of animal welfare and be sustainably sourced. North Lanarkshire Council strives to constantly improve and is committed to offer healthy, nutritious and balanced meals to all pupils.


The new menu starts from Wednesday the 20th November 2019 and as well as adopting the principles of Food for Life Bronze Award Standards it incorporates some of the expected forthcoming nutritional changes from HMIe regulations. The proposed standards have been developed to reflect the recommendations published by the Scientific Advisory Committee on Nutrition (SACN) on Energy, Carbohydrates and Health and Iron and Health. The new menu also picks up action points from our Single Use Plastic Reduction Action Plan.

- All meals will have the option of plain milk or chilled fresh water as a drink.
- The new menu has chicken sandwich back on the menu, however ham is no longer served.
- Children have a choice of two seasonal vegetables and/or salad with their lunch.
- 

The new menu will run for up to one year depending on when the Scottish Government will announce the monitoring of the new changes.

The price of a two course meal is £2.10 and consists of a main course plus soup or sweet treat plus a drink.

A free school meal entitlement is up to the value of the school meal price of £2.10.


Pre-ordering of options 1, 2 and Snack2go is available in most schools. To see the colour bandings, please view the  [Snack2go Leaflet 2019/20 \[2Mb\]](#).


Fruity Tuesday and Jelly and Fruit Friday are still on the menu and on the other days we have other sweet treats e.g. homemade sponge, homebaking or fruity cookie. The only milk served will be plain.

Any grapes served to a child in Primary 1-3 as part of the school meals service will be halved



to reduce the risk of choking. Children from P4-7 will receive whole grapes. Some schools may have to reduce or remove the provision of grapes due to time constraints.

To assist pupils to order in Primary 1 to Primary 3 we have developed a pictorial menu.  [Primary Pictorial Menu 2019/20 \[4Mb\]](#)

Throughout the year we run specific theme days for school lunches. We have produced a  [Planner 2019 \[905kb\]](#) to allow you to plan ahead for these events. Each individual school will produce its own promotional material nearer the time.

All foods are freshly prepared each day. A vegetarian option is offered on a daily basis.

There is a seasonal menu cycle, further information is available [here](https://www.northlanarkshire.gov.uk/index.aspx?articleid=5594)

All items on the menu are subject to availability. Changes to the menu may occur throughout the year, for example, during Theme days and for unavoidable problems with deliveries.

The kitchen runs a cashless system, parents/ children are able to top up their card on a daily or weekly basis, before 9am.

All pupils in Primary 1, 2 & 3 are entitled to a free school meal.

### **Availability of special diets**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed on-line through North Lanarkshire Council's website, by the school, the catering service or in some cases by the child's dietician or Doctor. For some conditions (PKU, coeliac), parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible.

Please note, if your child has a food allergy or intolerance then you should speak to the

Head Teacher/Catering Manager who will advise on the  [Special Diet Procedure \[207kb\]](#).


Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

## **Packed Lunches**

Healthy Eating is key to promoting good health and wellbeing. It is our Policy to offer Healthy Eating in our Schools that meet national nutritional guidelines and to provide information to parents and carers who choose to supply their children with a packed lunch from home.

A healthy lunch is vital to ensure your child gets enough energy and nutrients to last the rest of the school day.

Making an interesting and nutritious packed lunch every day can be difficult. Try to avoid pre-prepared lunchbox foods, sweets and crisps!

A healthy packed lunch should contain a balance of foods  [Healthy Pack Lunch Spring/Summer \[890kb\]](#). Try to include something from each of the four main food groups:

- Bread, rice, potatoes, pasta and other starchy foods
- Fruit and vegetables
- Meat, fish, eggs, beans and other non-dairy proteins
- Milk and dairy foods

Remember to include a drink (avoiding fizzy or sugary ones) and limit treats to once or twice a week (avoiding chocolate bars or sweets).

## **All P1-P3 pupils are entitled to a free school meal and milk**

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £610 per month), are entitled to a meal without charge.

All P1 to P3 pupils are entitled to a free meal and free milk. Pupils in P4-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period.

Information and application forms for free school meals may be obtained from schools, first stop shops and Council offices, Kildonan Street, Coatbridge. Application forms can also be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment &

Support Allowance (income related), Universal Credit (income below £610 per month), housing benefit and council tax rebate.

Information and application forms for clothing grants may be obtained from schools, first stop shops and Council offices, Kildonan Street, Coatbridge. Application forms can also be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

From August 2020, all eligible two year olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary /private nursery), will be entitled to 1140 hours Early Learning and Childcare provision. Those children attending for four hours per day, or more will receive a free meal as part of the Early Learning and Childcare entitlement.

## **Placing Requests**

*You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year the authority will advertise its arrangements for placing requests.*

*There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session.*

*Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school*

*Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher.*

*Further information on placing requests and procedures is available from the school or the council's website.*

*Parents/Carers and Young People have a right, under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents/carers and young people to make a placing request to attend a school/establishment belonging to another authority.*

## **Transport**

### **General**

*The Council has a policy of providing free transport to all primary pupils who live more than one mile from their catchment school by the shortest suitable 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 from Education and Families. 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.*

*There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.*

### **Pick up points**

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

### **Placing Requests**

*The Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.*

*In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.*

### **Parking**

Our Health and Eco Committee are constantly looking at ways of improving parking and road safety issues. The school travel plan is available on request from the school office. We would ask all parents to park or drop off at a safe place away from school gates. At various points throughout the year our Junior Road Safety Officers lead other pupils in a Park Smart campaign. Our community police officers support safe parking and on occasion are in attendance to ensure the safety of pedestrians.

## **Medical and Health Care**

Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. Occasionally the school nurse may visit to examine whole classes for general fitness and hygiene. Dental inspections are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose instead to attend the family dentist. Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher, where any necessary tests may be carried out by qualified staff – naturally, and parents are informed before any referral. Parents should always inform the school of any medical problems, which may affect their child's schooling or if their child needs regular medical treatment.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not

available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an emergency contact that can be reached by telephone should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, can access education through the Hospital Education Service (H.E.S.). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

## **Information in Emergencies**

*We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by 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 informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire's website and Twitter.*

## **The Parent Forum**

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

*As a member of the Parent Forum you can expect to:*

- *get information about what your child is learning*
- *get information about events and activities at the school*
- *get advice/help on how you can support your child's learning*
- *be told about opportunities to be involved in the school*
- *have a say in selecting a Parent Council to work on behalf of all parents carers at the school*
- *be invited to identify issues for the Parent Council to work on with the school.*

## **Friends of Lawmuir Parent Council**

We have an active Parent Council, Friends of Lawmuir, which supports the work of the school and works hard organising fund raising and social events for both children and parents. To encourage their invaluable work and contributions to the quality of school life, we urge all parents/carers and pupils to actively support the events organised. Friends of Lawmuir Parent Council have their own Twitter account @LawmuirPSPC, please follow us on Twitter to keep up-to-date with all of our events and to find out about up-coming events. Meetings are held regularly in the school, usually Wednesday afternoons.

The head teacher is the professional adviser to the Parent Council.

*The Parent Council's rights and duties include:*

- a) *Supporting the work of the school;*
- b) *Representing the views of parents/carers;*
- c) *Consulting with parents/carers and reporting back to the Parent Forum on matters of interest;*
- d) *Promoting contact between the school, parents/carers, pupils, providers of nursery education and the wider community;*
- e) *Fundraising;*
- f) *Taking part in the selection of senior promoted staff;*
- g) *Receiving reports from the head teacher and education authority; and*
- h) *Receiving an annual budget for administration, training and other expenses.*
- i) *Improving home school partnership and facilitating parental involvement*

*Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.*

The current Parent Council members are:

- Caroline McLuckie                      Chairperson
- Debbie Laird                              Secretary
- Kirsty Walker                             Treasurer
- Mags McIntyre                            Member
- Kirsty Wilson                             Member
- Lucy Roy                                    Co-opted Member

Parent Council meetings take place every regularly, usually on a Wednesday afternoon between 2pm - 3pm.

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The Parent Council hold their A.G.M. annually. All parents/carers are invited to attend. Officer bearers will be reselected on an annual basis at the A.G.M. The parental membership of the Parent Council, will be a minimum of three parents/carers of children attending the school. The maximum number of parents/carers is eighteen.

Any parents/carers of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by formal election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub groups set up by the council.

## **Pupil Council**

Our Pupil Council is well established, with representatives from classes meeting with a member of the management team on a regular basis. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school.

The Pupil Council has tackled issues such as playground games, cycle racks, decorating outside walls, water fountains, healthy tuck shop and behaviour. The minutes of meetings are discussed in each class and displayed on the Pupil Council notice board in the entrance area. Throughout the year the Pupil Council also runs fundraising events for a range of charities.

## Other Pupil Committees

Our pupils are strongly involved in many aspects of school life and their ideas and opinions are often sought. We run a variety of committees (listed below) which promote citizenship and give pupils from Primary 1-7 responsibilities in a range of areas.

- Travel Team (including Junior Road Safety Officers)
- Digital Leaders
- Pupil Voice: Eco and FairTrade

## Transfer from Primary to Secondary

*Pupils normally transfer between the ages of 11½ and 12½, 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 session.*

Pupils from Lawmuir normally transfer to: -

Bellshill Academy  
Main Street,  
Bellshill  
ML4 1AR  
Tel. 01698 274940

We have an established transition programme with Bellshill Academy, its staff and pupils. Curricular links are strong and provide continuity of learning during transition. Enhanced transition is offered to any pupil who would feel this may be beneficial. All primary 7 pupils have the opportunity to participate in Summer school. Procedures for transition are reviewed annually to ensure the highest quality of service, ensuring the transition process runs smoothly for pupils and parents.

## Important Addresses

### Education and Families

Municipal Buildings  
Kildonan Street  
COATBRIDGE  
ML5 3BT

Tel. - 01236 812222

### Continuous Improvement Officers

Elaine Johnstone  
Jill Woodward

### Education Officer:

Alan Hendry

## **Councillors for the School**

Cllr Angela Campbell  
Member Services  
Civic Centre  
Windmillhill Street  
MOTHERWELL  
ML1 1AB  
Tel. - 01698 302697

Cllr Colin Campbell  
Member Services  
Civic Centre  
Windmillhill Street  
MOTHERWELL  
ML1 1AB  
Tel. - 01698 302697

Cllr Harry Curran  
Member Services  
Civic Centre  
Windmillhill Street  
MOTHERWELL  
ML1 1AB  
Tel. - 01698 302697

Cllr Jordan James Linden  
Member Services  
Windmillhill Street  
MOTHERWELL  
ML1 1AB  
Tel. - 01698 302697

### **Bellshill CLD Locality Office**

#### **Chief Executive Area Officer**

20 Motherwell Road  
BELLSHILL  
Tel. - 01698 346780

#### **Area CLD Locality Manager**

Fiona Campbell  
Bellshill Academy  
Main Street  
BELLSHILL ML4 1AR  
Tel. - 01698 274682

## **Photographs/Video Footage**

On occasion events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets, Social Media; Twitter and/or school/authority documents. We regularly also use photographs / video footage on our school blog and Twitter account. Parents/carers who would not wish their child to be included should write formally to the Head Teacher to make this known.

## **Glossary of Specialist Terms**

Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.
Curriculum Continuity	This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.
Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted if a parent/guardian is not available.



Ethos	This term related to the specific characteristics of the school; the spirit or principles of the school.
Out of School Hours Learning	Subjects which are not taught in the formal curriculum, e.g. after school clubs.
Group Teaching	Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
Transition	This term usually relates to the movement of children from nursery to primary, or primary to secondary

*Although this information is accurate at time of printing, 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 years*

*Education authorities, by law, are required to issue a copy of the school handbook to parents/carers in December each year. It details the current policies and practices of both the council and the school.*

## **Contacts in relation to Support for Learning**

Help and advice on any matter relating to Support for Learning can be obtained from:

Central Locality (Coatbridge Bellshill)

Carol McShane  
Additional Support Manager

Karen Clarkson  
Additional Support Manager

Caldervale ICT Base  
Towers Road  
Airdrie  
ML6 8PG  
Tel. – 01236 632844

Caldervale ICT Base  
Towers Road  
Airdrie  
ML6 8PG  
Tel. – 01236 632233

Additional Support Managers may be contacted directly or through the school.  
You can also get more help and advice from:

### **Enquire**

*The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.*

Tel. – 0345 123 2303

Email - [info@enquire.org.uk](mailto:info@enquire.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk) for parents and practitioners

[www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

### **Resolve**

Tel. - 0131 313 8844

(Independent Adjudicator)

### **Scottish Independent Advocacy Alliance**

London House  
20-22 East London Street  
EDINBURGH  
EH7 4BQ  
0131 524 1975  
[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)  
[www.siaa.org.uk](http://www.siaa.org.uk)

### **Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS  
4<sup>th</sup> Floor  
1 Atlantic Quay  
45 Robertson Street  
Glasgow  
G2 8JB  
Helpline: 0845 1202906  
Fax: 0141 302 5860

### **NHS Lanarkshire**

Bellshill Health Centre  
Tel. - 01698 575700

**Social Work**

303 Main Street

BELLSHILL

ML4 1AW

Tel. - 01698 346666

**CLD Community Learning & Development**

Bellshill Academy

Main Street

Bellshill ML4 1AR

Tel: 01698 274682

E: CLD-Bellshill@northlan.gov.uk