



Auchinloch Primary School & Nursery Class



School Handbook 2024/2025

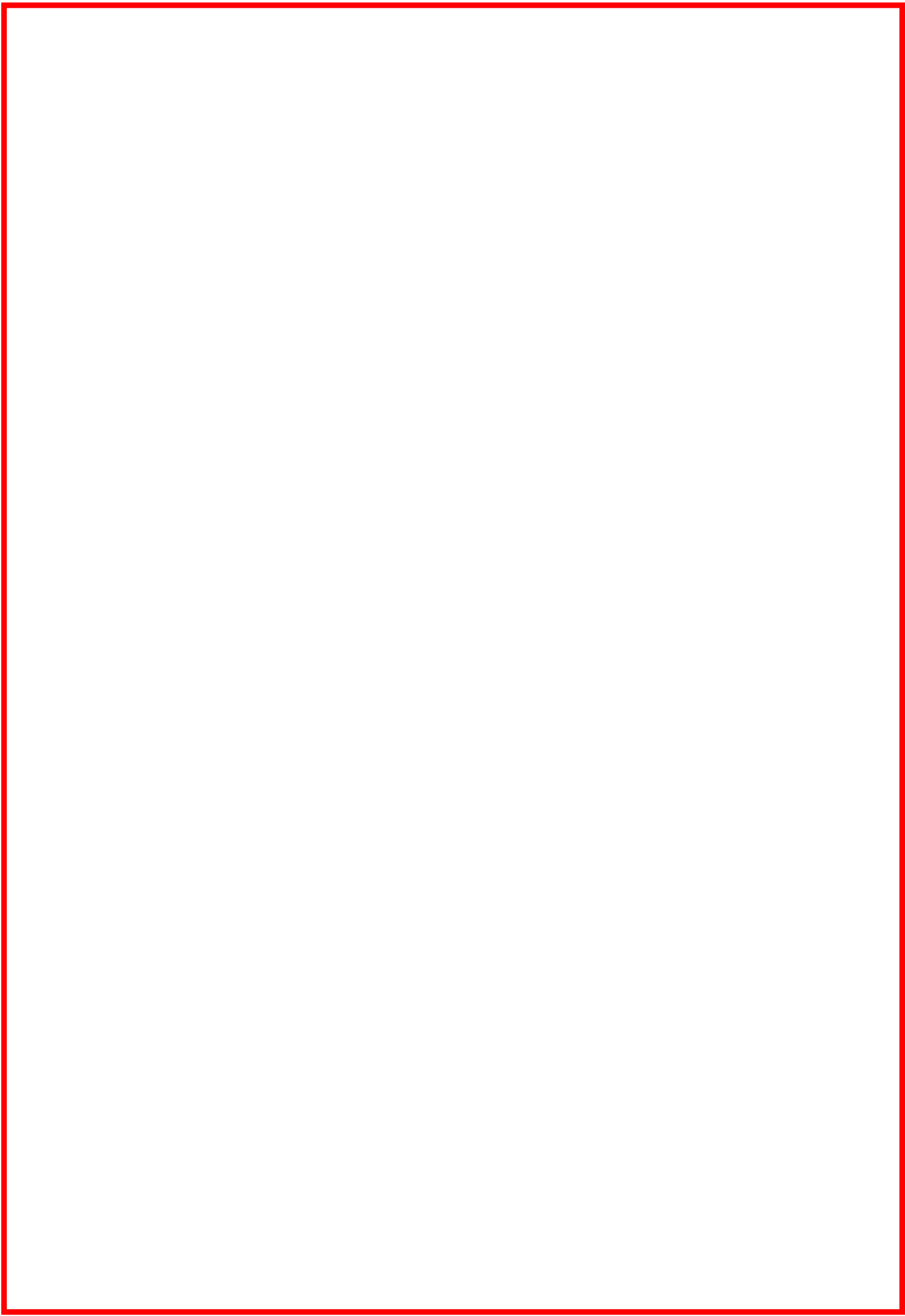
RESPECT

HONESTY

KINDNESS

RESPONSIBILITY





Welcome!



Dear Parents/Carers

Welcome to Auchinloch Primary and Nursery Class!

If you are thinking about sending your child to Auchinloch Primary, or have already chosen this school for your child, I hope that this handbook provides you with all the information you require.

Recent legislation requires the inclusion of a considerable amount of prescribed information in our handbook, but I hope that you find it a helpful introduction to our school.

In Auchinloch Primary School, we aim to provide children with opportunities to reach their potential whilst providing them with a platform to showcase their talents and achievements. We do this through giving the children a variety of teaching and learning experiences. This is supported by programmes of study that are carefully designed to take into account the age and aptitude of individual pupils. Through all of this our aim is to achieve excellence and equity for all learners.

In Auchinloch we foster a nurturing ethos. Embedded within our practice is staff teamwork across the primary and nursery stages, confident and friendly children who respect and care for each other, staff who are highly committed to the well-being of all children and the use of self-evaluation to improve children's learning experiences.

Each year we evaluate our practice and from this we produce Annual Improvement Report, which informs the Annual Improvement Plan for the following session. The School Improvement Action Plan outlines developments in which all staff will be involved to provide better opportunities and experiences for the children.

The priorities in our school improvement plan each year are arrived at from a variety of sources, which include:

- Education and Families Improvement Priorities
- National Improvement Framework Priorities
- The result of audit exercises carried out in the school and across the wider community.

Our school Vision, Values and Aims can be view on the next page of this handbook. These were created collaboratively through self-evaluation by the pupils, parents and staff of Auchinloch in 2018.

If there is anything more you wish to find out, please do not hesitate to contact us. We are always happy to answer any questions you may have. Auchinloch Primary is an extremely busy and active school and you can find out more about daily life in our school by visiting our website or following our Twitter feed:

<https://blogs.glowscotland.org.uk/nl/auchinloch>

@Auchinloch

Thank you for taking the time to read our handbook. I look forward to working in partnership with you during your time as a parent/carers at Auchinloch Primary.

Yours sincerely

Paul McKeever
Head Teacher

Auchinloch Primary School and Nursery Class

A Curriculum Rationale

EXPERIENCES & OUTCOMES

Set out expectations for learning & development in:

- Mathematics and Numeracy
- Languages and Literacy
- Health and Well-being
- Expressive Arts
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

PRINCIPLES FOR CURRICULUM DESIGN

- Challenge and Joy
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

THE CURRICULUM

'The totality of all that is planned for children and young people through their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning (IDL)
- Opportunities for personal achievement

Our Curriculum is inclusive, providing strategies for personal achievement and, through the broadening of experience of the world, for an encouragement towards informed and responsible citizenship.

VISION STATEMENT

Our overarching vision for Auchinloch Primary School is

"to achieve excellence and equity for all learners"

Our aim is to.....



LEARNING & TEACHING STRATEGIES

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely accurate feedback
- Learning intentions and success criteria
- Personal learning planning
- Collaborative
- Developing thinking skills
- Reflecting the way learners progress

PARTNERSHIPS

- Parental involvement ensures the school, pupils and parents are all part of the A.P.S community
- Learning will be relevant, inspiring and engaging for all children
- All parents, carers and professionals work effectively together
- Links with the local community encourage partnerships and community involvement
- Visiting specialists and professionals share expertise to broaden experiences and develop skills

ALL CHILDREN AND YOUNG PEOPLE ARE ENTITLED TO EXPERIENCE

- a coherent curriculum from 2 to 18
- a broad general education, including well planned experiences and activities across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a wider place which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

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School Information



Auchinloch Primary School & Nursery Class is a non-denominational co-educational nursery & school. Pupils are admitted to Primary 1 between 4 ½ - 5 ½ years.

Auchinloch Primary School is a small village school situated in the village of Auchinloch in North Lanarkshire. The school building was opened in the early 1930s to replace the existing smaller school in the village. It is a traditional building, which consists of four teaching rooms, a main hall and a central inner garden area. There are extensive playgrounds to the rear of the school and a grass pitch on one side.

Classes range from Primary 1 to 7. At present the roll of the school is 99 with a capacity of 100.

Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised. At present, pupils are organised into 4 composite classes. A great deal of thought and planning goes into deciding how best to structure our classes and timetables to best meet the needs of our pupils within our allocated staffing levels.

Contact Information

Auchinloch Primary School
Fourth Avenue
Auchinloch
Glasgow
G66 5DU

Tel: 01236 794824

Email enquiries-at-auchinloch@northlan.org.uk

Blog: <https://blogs.glowscotland.org.uk/nl/auchinloch>

Twitter: [@AuchinlochPrim1](https://twitter.com/AuchinlochPrim1)

Present Roll: 99

Capacity of School: 100

Working Capacity: 100

Associated Secondary School

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.

Pupils usually transfer from this school to:



CHRYSTON HIGH SCHOOL
Lindsaybeg Rd Chryston

G69 9DL
Tel No. 01236 757687

Given the unique location of the school, children within our catchment area can also attend Lenzie Academy.

Staff 2023/2024



Senior Management Team

Head Teacher: Mr Paul McKeever

Principal Teacher (Acting) - Mrs Lisa McPherson

Class Teachers

Primary 1 Mrs Elaine Lang/Mrs Heidi Gillan

Primary 2/3 Miss Natalie McAulay

Primary 4/5 Mrs Julie Hughes, Miss Melissa Shaw, Miss Elizabeth Low

Primary 6/7 Mr Lewis Brown

Non-Class Contact Teacher – Mrs Kelly-Anne Daly

Classroom Assistant - Vacancy

Additional Support Needs Assistant - Vacancy

Total number of staff FTE – 8 FTE

Nursery Staff

Lead Practitioner – Mrs Eileen Moffat

Early Learning Practitioner – Miss Zenat Ahmed (0.5 FTE)

Early Learning Practitioner – Mrs Nicola Beattie

Early Learning Practitioner – Mrs Karolina Luba

Support Worker (0.5 FTE) - Vacancy

Support Staff

Senior Clerical Assistant – Ms Barbara-Ellen Bain

Catering Staff -Mrs Christine Kennedy

Dining Hall Assistant – Mrs Sharon MacLean

Breakfast Club Supervisor – Vacancy

Janitor Cleaner – Mrs Lorraine Whitefield

School Hours

Breakfast Club – 8:15am

School Opening Time – 9:00am

Interval – 10:40am – 10:55am

Lunch – 12:35pm – 1:20pm

Closing Time – 3:00pm

Nursery Hours

Nursery Opening Time – 8:55am

Option midday pick up – 12:00pm

Closing Time – 2:55pm

All Primary 1 pupils attend school for a full day from their first day

The School Year Term and Holiday Dates 2024/2025



August 2024

- Monday 12 August 2024 (Return date for Teachers & In-Service Day)
- Tuesday 13 August 2024 (In-Service Day)
- Wednesday 14 August 2024 (Return date for Pupils)

September 2024

Friday 27 September and Monday 30 September 2024 (September weekend)

October 2024

Monday 14 to Friday 18 October 2024 (October Week)

November 2024

Monday 18 November 2024 (In-Service Day)

December 2024 - January 2025

Schools close at 2.30pm on Friday 20 December 2024

Monday 23 December 2024 - Friday 3 January 2025 (inclusive) (Christmas holidays) Schools return on Monday, 6 January 2025

February 2025

Monday 17 February and Tuesday 18 February 2025 (Mid-term break)

Wednesday 19 February 2025 (In-service day)

April 2025

Schools close at 2.30 pm on Friday 4 April 2025

Monday 7 April- Friday 18 April 2025 (Inclusive)* Spring Holiday (Easter)

*Good Friday 18 April and Easter Monday 21 April 2025

May 2025

Monday 5 May 2025 (May Public Holiday)

Tuesday 6 May 2025 (in-service day)

Friday 23 May 2025 and Monday 26 May 2025 (May Weekend)

June 2025

Schools Close at 1pm on Wednesday 25 June 2025

Transfer & Enrolment



Transfer

Where a parent decides to transfer a pupil to another school in the middle of a session the following procedures should be followed:

- (a) Inform the Head Teacher of the child's present school by visit or by telephone.
- (b) Enrol the child in the school of choice, if there is a vacancy.

If the child will be living out with the catchment area of the school that is all that is required.

Where the child will be living out with the catchment area of the requested school, the following procedure must be observed.

- (a) Inform the Head Teacher of the intention to transfer.
- (b) Apply to Education and Families, Municipal Buildings, Kildonan Street, Coatbridge.

Enrolment

All children due to enrol for the first time must register at their local school. In the month of January each year the Director of Education and Families will publish a notice in the public press which will set out the time for the registration of Infant Beginners. All children who have reached their fourth birthday by the last day of February of that year will be required to register at the local school.

General Enrolment

Children may be enrolled at the school at other times throughout the session. Parents should telephone or call personally at the school at their own convenience.

Early Entry Placing Requests

Parents who consider their child to be mature enough to be in attendance at school but who miss the official registration date by a **short** period may apply for such a placing request. Information regarding such requests may be had from the Head Teacher or nursery staff.

Equal Opportunities

The school has developed a whole school policy to ensure that all pupils are given equal opportunities. This policy is reflected in the day to day organisation within and out with classes. Children and staff are continually reminded about the unacceptability of stereotyping and treating others unjustly.

Every pupil in Auchinloch has access to every curricular area and will be encouraged to develop their skills at a pace which is appropriate to their individual ability. At Auchinloch we strive to raise the achievement of all pupils in line with North Lanarkshire Council policy. Through our curriculum we aim to teach the pupils about other religions, cultures, and race. The school operates a Zero Tolerance policy in all areas of Equal Opportunity and social inclusion. Any user of the school who is reported to have been involved in any racial harassment, religious bigotry, gender bias, disability etc. will be dealt with in accordance with the policy of the school and education authority.

Auchinloch Primary School is committed to ensuring its 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>

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 and
- 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
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

Numeracy & Mathematics

Primary Mathematics involves understanding ideas and developing skills in;

- number, money and measure,
- shape, position movement,
- information handling.



We develop a problem solving and investigative approach in mathematics to help our pupils apply their skills and understanding to real situations. Practice with apparatus and concrete materials is given to help understanding and competence. The appropriate use of calculators is established. The core numeracy schemes used is Heinemann Active Mathematics. An active approach to teaching and learning mathematics skills is promoted throughout the school.

Developing skills in mental maths is an important aspect of our numeracy curriculum and all children are regularly involved in mental calculations as part of their work programme. Resources have been purchased for each stage to support a variety of teaching strategies to develop mental maths.

Literacy & English

There are two aspects of the languages area of the curriculum.



The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively.

The second covers experiences and outcomes in additional languages.

Language is at the core of thinking.

We reflect, communicate and develop our ideas through language.

Literacy offers an essential passport to learning, helping children and young people to achieve to their full potential and be ready for active involvement in society and work.

Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Scotland has a rich diversity of language, including Scots and the growing number of community languages such as Urdu, Punjabi and Polish.

This diversity offers rich opportunities for learning. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

In Auchinloch Primary School we adhere to North Lanarkshire's Active Literacy approach to learning. This means we do not use a single resource, or 'reading scheme', but instead expose our learners to a wide variety of fiction and non-fiction texts from a range of publishers and authors.

By using lots of 'real' books with a wide range of authors, characters, publishers' styles and genres we aim to keep interest level high and promote a motivation to read more. We strive to provide enjoyment in learning by offering personalisation and choice, cooperative learning opportunities and relevant contexts to make learning meaningful. From the earliest stages all literacy lessons include opportunities to read, write, talk and listen. This ensures pupils are actively engaged in the learning process, learning from each other and not just the adults in the room.

We recognise that everyone learns at a different rate. There are times when we can all benefit from a little extra support. We will monitor your child's progress closely and will notify you of progress, next steps, any additional support your child is receiving in school and ways you can help at home.

By working in partnership we will ensure our children reach their full potential today and in the future.

Modern Languages

Learning other languages enables children to make connections with different people and their cultures. In Auchinloch Primary School our second language is currently German. Contexts taught include: greetings, numbers, family, hobbies and weather. Staff work closely with Chryston High School to ensure coherence and progression in our programme in Auchinloch and through the transition to secondary education.

Health & Wellbeing

We recognise that good health and wellbeing is central to effective learning and preparation for successful independent learning. Our main goal is to provide a positive ethos and encourage participation in activities which promote a healthy lifestyle. Our Health and Wellbeing programme is aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport is taught by all class teachers.



Other important aspects of this programme are food and healthy eating as well as building relationships and sexual health. We will notify parents/carers before beginning our Relationships & Sexual Health Programme and provide opportunities to view and discuss the material being covered at each stage.

Social Studies

This area of the curriculum incorporates three main areas:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment



Aspects of this curricular area are covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding. All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. Planning for all topics is done in collaboration with pupils and takes into account pupils' prior learning, knowledge and interests.

Expressive Arts

Children are encouraged and provided with opportunities to develop the skills to express themselves in art & design, dance, drama and music. Pupils are given regular opportunities to perform and showcase their skills through class and whole school assemblies and school shows



Technologies

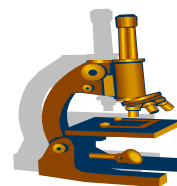
Our programme for technologies looks at aspects of technological developments in society as well as ICT to enhance learning. The basic skills of technology are introduced at the early level and enhanced throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.



Science

The four main aspects taught within science are:

- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials



Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive.

Religious and Moral Education

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The Resource packs for Christianity, Islam, Judaism and Hinduism, are used to support the teaching of Religious Education and are incorporated into our curriculum. Further information on Curriculum for Excellence can be found by visiting the Education Scotland website ~ www.educationscotland.gov.uk



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 classrooms staff will be using improved ways of assessing children's learning taking 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 staff will inform you what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

From August 2010, our focus for learning fully engaged with A Curriculum for Excellence (ACfE). Previous learning and good practice has been assimilated into the new programmes of study to ensure our pupils experienced effective continuity in their learning.

- Staff plan and deliver teaching and learning through the experiences and outcomes of ACfE.
- Staff assess an individual learners' progress using the CfE Progress Benchmarks.
- Staff have worked collaboratively to identify interdisciplinary topics which are relevant, meaningful and motivating for the children.
- Children are encouraged and supported in self evaluating their learning linked to the identified success criteria of the lesson.
- Staff use a range of Formative Assessment strategies to assess pupils' understanding and progress on a daily basis.
- Senior management monitor the work of the classes, observing lessons, questioning pupils, looking at jotters and offering feedback and support to further improve the quality of provision.
- Staff and pupils assess the work they are undertaking to identify good practice and areas for improvement.
- Children are given a wide range of opportunities to achieve success both academically and in other areas of school life. This fits with the North Lanarkshire Policy on Raising Achievement for All.
- Formal arrangements for assessments are currently being developed. Currently, we assess pupils as follows;
 - Primary 1- 3 Reading Benchmarking
 - Primary 1, 4 & 7 New Scottish National Standardised Assessments
 - Primary 1 – 7 Progress in Understanding Mathematics Assessments
 - Primary 1 - 7 Progress in Reading & Language Assessments (PiRA)
 - Primary 2 – 7 NFER Nelson Single Word Spelling Assessment

A range of assessment materials, such as PhAB (Phonological Assessment Battery) - and YARK (York Assessment for Reading Comprehension), will be used across all stages to ensure appropriate progress is being made by each pupil. Progress is monitored by the school's Management Team and next steps discussed and agreed with Class Teachers. The Head Teacher will track and monitor the progress of every child using the information gathered through the assessment process.

During a normal school session, parents are invited to formal progress meetings in November and May. A written summative progress report is issued to all parents in June. The school operates an open door policy and parents are encouraged to make an appointment to see their child's Class Teacher if they have any concerns about their child.

The school involves parents in the pupils' education through school improvement questionnaires, newsletters, curriculum workshops and open afternoons. The school also liaises closely with all secondary schools to ensure smooth transition from Primary to Secondary School.

Our curriculum aims to:

- Enable children to progress at a rate, which meets their needs and aptitudes.
- Enable children to develop fully their capacity for different kinds of thinking and learning.
- Respond to individual needs and support particular aptitudes and talents.

This will be managed and achieved through our School Improvement Action Plan, which outlines tasks to be undertaken. Throughout the year staff will be involved in training sessions on in-service days and at curriculum development meetings at the end of the school day.



Additional Support Needs



Auchinloch Primary and Nursery Class 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.

At Auchinloch Primary and Nursery Class we want all children and young people to be able to get the most from the learning opportunities which are available to them, so that they can realise their full potential, in learning, in work, and in life.

Through Getting It Right For Every Child, Curriculum For Excellence and the National Improvement Framework, the Scottish Government has set out its ambition for services provided to children and young people, and for their learning. An important part of our approach is the recognition that all children and young people are different. To enable them to reach their full potential some will need additional support.

North Lanarkshire Council's Support for Learning – Policy into Practice 2 is underpinned by the theme of inclusion and equality and is informed by the Education (Additional Support for Learning) (Scotland) Act 2004 which provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

At Auchinloch Primary, we follow North Lanarkshire Council's Policy and staged intervention approach to:

- Assess/identify needs
- Specify support required
- Plan additional needs
- Implement a plan
- Review progress
- Evaluate next steps

It is the responsibility of all staff to identify additional support needs at all stages of intervention. Assessment and identification of need should take place as early as possible. This should include intervening at as early an age as possible, at the earliest opportunity and/or as soon as there is a noticeable change in the child/young person's ability to make progress.

As part of the ongoing assessment taking place throughout the year, teachers will identify pupils who may require additional support to fully access aspects of the curriculum. This assessment informs the teacher's planning for those children identified to ensure success. This support may be short or long term and is the responsibility of the class teacher. Teachers may also identify training to ensure that the pupil is given every opportunity to make appropriate progress.

In relation to support for individual pupils, the school follows North Lanarkshire's Staged Intervention Policy.

If difficulties appear to be of a more specific nature, then advice will be sought from an external source e.g. Network Learning Support Teacher or Psychological Services.

The EAL (English as an Additional Language) Support teacher may also offer additional support when this is required. Again, progress will be monitored at regular intervals. Pupils receiving additional support will have their progress reviewed regularly to ensure the support being delivered is having a positive impact on their learning.

Looked After Children 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. The Senior Management

Team monitor and assess when and what support is necessary for these children.

Parents may raise any concerns they have about their child's progress with the class teacher or a member of the Senior Management Team at any time throughout the year. Appropriate action will then be taken to assess the child's progress and identify any support which may be provided. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can make a request to the authority to establish whether their child has additional support needs. They can also request an assessment at any time.

North Lanarkshire Council has an inclusive approach to learning and teaching. Most young people with speech, Language or communication needs will be supported in their local mainstream school through a staged intervention approach.

A small number of children with speech, language or communication needs may require access to an alternative resource to meet their specific additional support needs.

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 multiagency 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 through Resolve 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/carers 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, ASN 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.

Help and advice on any matters relating to Support for Learning can be obtained from 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 No: 0345 123 2303

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners

Website: www.enquire.org.uk for children and young people

Children in Scotland - Resolve Mediation: 0131 313 8844

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chamber
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk

School Improvement



The priorities and targets identified in our Improvement Plan aim to support the overall school aims as well as the aims of the Authority. Each year these priorities and targets are agreed by staff following an audit of the previous year's Improvement Plan and following consultation about the School's future improvement needs. Parents and carers are kept informed of each year's priorities and the Improvement Plan is available from the school office and website.

The proposed priorities for 2024/2025 for the school and nursery are:

- Curriculum for Excellence: Delivery of Education: Teaching for Effective Learning
- Curriculum for Excellence: Planning for Effective Learning: Assessment & Moderation
- Curriculum for Excellence: The Curriculum: Literacy/Numeracy & Health & Wellbeing



We are highly committed to improving our school and for this reason we will continue to ensure staff, pupils and the Parent Forum are included in self-evaluation and school improvement procedures for forthcoming years.

Information regarding the school's performance at Local and National level can be obtained by visiting www.educationscotland.gov.uk

Homework

Following consultation with key stakeholders Homework for pupils is optional. Each Class Teacher co-ordinates an overview of activities related to in class learning. It is at the parent/carer's discretion as to which activities are completed. It is strongly recommended pupils read each day with their families to develop their literacy skills which in turn will enhance their access to the curriculum.

School Ethos

Auchinloch Primary is a very busy, happy school where all pupils are treated fairly and with respect. Parents are kept fully informed of all school developments and the views are welcomed and valued. We have forged very strong relationships with our parents and the local community, including local businesses and organisations including the Pensioners Club, Auchinloch Community Council and Auchinloch Bowling Club. We have a strong group of teachers who have developed great teamwork and help to maintain positive ethos in our school.

SPIRITUAL, SOCIAL, MORAL, AND CULTURAL VALUES

Religious Observance

Whole school assemblies are held fortnightly. These assemblies celebrate and promote the work of the school. Major religious festivals are also recognised and celebrated with the children to emphasise the multi-cultural community we share in our school. We are a non-denominational school.

In Religious Observance the different views of pupils, parents and teachers must be respected. Children of different faiths need not attend these services of worship and parents may exercise a right to withdraw children from participation if they choose to do so. In this instance, the parent should intimate his/her wishes to the Head Teacher and appropriate arrangements will be made to withdraw the pupil(s).

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.

EXTRA CURRICULAR ACTIVITIES



In a normal school year, we offer our pupils the opportunity to participate in our programme of Out of School Learning. In previous years, we have been able to offer our pupils the opportunity to participate in a range of clubs including football, cross-country, drama and fitness. The majority of these clubs are planned and run by school staff and offered to pupils at all stages in our school. Parents are informed of the classes available by letter and staff try to accommodate as many pupils as possible. Classes run for approximately six weeks.

Pupils are also encouraged to speak at weekly assemblies and inform other pupils of the range of leisure activities which are available in the area. These include a variety of activities which are suitable for primary school age children. As part of our 'Young Leaders' programme, older pupils are also encouraged to run sporting 'Masterclasses' and activities for younger pupils during lunch intervals.

Parents are welcome to approach the school at any time with a view to setting up an out of school hours club. Any adult undertaking the delivery of such a club must undergo full disclosure prior to the establishment of the club.



Freedom of Information



Freedom of Information (Scotland) Act 2002 came into force in 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 Civic Centre, Motherwell, ML1 1AB.

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 properly, 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>

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.

The Council's Data Protection Officer

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 AITeam@northlan.gov.uk

The Information Commissioner

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 aspect of data protection law).

Information Commissioner's Office
45 Melville Street,
Edinburgh EH3 7HL
or by e-mail to casework@ico.org.uk

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).

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 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, <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Promoting Positive Behaviour



The quality of education which can be offered is dependent upon the quality and effectiveness of the learning and teaching which can be provided. To be fully effective, this requires the existence of a positive and harmonious environment within the school.

During the 2023/2024 school session pupils and staff will be working on the creation of a new School Charter to promote the principles of inclusion, positivity, personal responsibility, tolerance and mutual respect. Staff have high expectations for all pupils and these are shared and monitored regularly throughout the school day/week/year. Parents are an essential part of this process and will be fully involved in supporting their child.

In Class, Children are expected to work to the best of their abilities. Class teachers used a variety of approaches to promote and reward positive behaviour, effort and personal success. Every fortnight, the class teacher also selects an 'Auchinloch All-Star' to receive a special certificate during our whole school assembly. Children have the opportunity to engage in initiatives such as 'Treat Friday,' and 'Cool Class Cup.' Each of these in turn promote our core values of *Respect, Responsibility, Honesty and Kindness*.



Auchinloch All-Star	
_____ for _____	

Successful Learner <input type="checkbox"/>	Kindness <input type="checkbox"/>
Confident Individual <input type="checkbox"/>	Responsibility <input type="checkbox"/>
Responsible Citizen <input type="checkbox"/>	Respect <input type="checkbox"/>
Effective Contributor <input type="checkbox"/>	Honesty <input type="checkbox"/>
Teacher's Signature _____	
Date _____	

Individual pupil achievement, within and outwith school, is recognised and celebrated at our weekly assemblies. Our **O.S.C.A.R.** (**O**utwith **S**chool **C**ertificate of **A**chievement & **R**ecognition) initiative provides parents/carers with the opportunity to nominate pupils to receive a certificate for personal achievements outwith school.

In Auchinloch Primary School, staff actively promote positive behaviour by using rewards and praise to acknowledge effort, good behaviour and good manners. Pupils are encouraged to take on a number of roles and responsibilities within the school including Peer Mediators, Playground Litter Squad, Lunch Buddies and Playground Pals. Pupils also have the opportunity to contribute to the life of the school through membership of the Eco Committee, Junior Leadership Team, Sports Committee etc.

In the Playground

Pupils are expected to follow our co-created values of 'respect', 'responsibility', 'honesty' and 'kindness'. We aim to ensure that the playground areas of the school are a happy and safe place for children to enjoy each other's company. There is always adult supervision in the playground. Pupils should immediately report to the adult in the playground who will deal with the incident or refer it to the Senior Management Team. We recognise good behaviours and reward these with 'House Points'.

Restorative Practices are used effectively to resolve any conflict which may arise.

Bullying in any form, verbal, physical or threatening, will not be tolerated and parental co-operation will be sought to ensure that such unacceptable behaviour is eradicated at an early stage. If any parent suspects that his/her child is being bullied, this must be communicated to a member of staff to enable action to be taken. Bullying can take many forms. It can be physical, name calling, threatening, intimidation of an individual by another individual or by groups of pupils. Bullying in any form is always unacceptable and any allegation once reported to an adult will be thoroughly investigated. At Auchinloch we follow NLC's 'Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019). All pupils are encouraged to report any incidence of bullying whether or not they are directly involved.

The school has a Promoting Positive Relationships Policy, detailing signs of bullying, preventative measures, the roles of parents and staff, and the procedures to be followed when bullying has been identified. This policy has been created in partnership with staff, pupils and parents

Parental co-operation will also be sought in the event of any other behavioural difficulties which may arise. This may involve the Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action to resolve a difficulty. This level of co-operation is usually very effective. Where pupils persist in displaying anti-social or disruptive behaviour, a temporary or permanent exclusion from the school may be imposed.

The advice of Psychological Services staff may also be sought, after consultation with parents.

The aim is to train pupils in self-discipline and self-regulation rather than to impose discipline. However, the safety and happiness of pupils is of utmost importance and this features strongly in many of the school rules with particular emphasis being placed on safety during play times. Pupils' behaviour during these times must be of an acceptable, safe standard.

House System

As part of our Promoting Positive Behaviour policy, we operate a House System in Auchinloch Primary. Houses are a way of encouraging and supporting positive behaviour and providing team building opportunities for our learners. The school is divided into four houses. Most children will refer to their house by the colour.

- **Bruce – Red**
- **McGregor – Blue**
- **Stewart – Yellow**
- **Wallace – Green**

Children will be allocated a House when they start P1 or when they join the school at a later stage. Children of the same family will be allocated the same House whilst ensuring that the number of children is fairly balanced between each House. All staff members, apart from the Head Teacher, will also be allocated to a House.

Captains and Vice Captains

Each House will have a Captain who will be responsible for leading their House in competitions and events throughout the school year. Their job is to set a good example to others in their House, encourage members of their House to earn points, represent the House when collecting awards and to support children in their House if they need advice.

Captains will be expected to:

- Be an example of exemplary behaviour and attitude
- Collect and count up the house points
- Help to organise reward days
- Organise House competitions
- Be a buddy to younger children in their House
- Propose and represent ideas from their House that will improve the House System

Earning House Points

House Points can be awarded for a variety of reasons. For example;

- Polite, well-mannered behaviour
- Demonstrating a caring attitude to others

- Putting special effort into a piece of work
- Sporting achievements
- Representing the school at events.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children will act as positive role models and take on a pastoral role for the younger children. It is hoped that children will be proud to be a member of a school House and that a friendly rivalry will exist between the four Houses. We will review the House system with our learners on a regular basis to ensure we take on board their ideas and suggestions.

Home and School Links

The staff of Auchinloch Primary value the contribution which is made by the parents of our pupils. Indeed the school makes every effort to co-operate with parents. At all times they are encouraged to closely liaise with the school particularly when there are concerns of any nature about their child. Parents are regular supporters and helpers in the education of their child. Parents are kept informed of any activities which are taking place in the school through the School App, Twitter and Blog.



Throughout the year further opportunities are given for parents to visit the school, e.g. school concerts, open afternoons, meet the teacher events etc. It is hoped that all pupils will benefit from the support of our parental/professional partnership which we hope to continually extend.

Our communication policy is currently in the consultation process. It will identify the many ways we communicate pupil progress and successes to our parents. Parent interviews to discuss pupil progress are in November and May. A summative report is issued in March/April. Parents should feel welcome in school at any time. However, in the interests of good security, we ask that all visitors make an appointment and report to the school office before going about their business so that we are always aware of who is in the building. This is necessary for the children's safety and in the event of an emergency.

The school's Twitter page is updated regularly to inform parents of school events and how to support their child's learning at home.

Many parents volunteer some of their time to work with the children or carry out some of the many tasks that make a school a better place for children, e.g., helping on excursions. Parents who wish to help within the school may be required to have a Criminal Convictions Disclosure carried out. This is a simple process and further information about this is available from the school.

Over the years the generosity of the parents and pupils has been recognised by various charities which the school supports. During the year we organise many fundraising events to support charities of the children's choosing. The charities we always commit to are Children in Need, Comic Relief and have also participated in fundraising for Cancer Research UK.

Our school is well supported by the active schools programme we enter into various local sporting competitions with a certain measure of success. We also enjoy attending sporting events to see live sport in action. We are very proud to have achieved the Sport Scotland Silver Sport Award.

We have strong links with Reverend Carmichael from Lenzie Union Parish Church who supports the school community. We have an excellent parent council who actively support the school improvement agenda and work hard to raise school funds.

We are very grateful for the excellent link and support our parents and community give in supporting our curriculum.

Attendance at School



Section 30 of the 1980 Education Act places 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/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school 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 first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

Parents/carers should be asked to 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, but will always be recorded. 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.

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.

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,
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents in receipt of a grant for footwear and clothing 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 are 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 & Support Allowance (income related), housing benefit, council tax rebate.

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 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 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.

In Auchinloch Primary we would like to foster a feeling of identity within our school and encourage the wearing of school uniform. The school colours are as follows:

- trousers – grey/black (girls are welcome to wear trousers)
- skirts – grey/black
- shirts and blouses - white
- polo shirts – white
- jumpers and cardigans - red
- shorts (in summer) – grey/black
- summer dresses - red and white
- shoes – black shoes, boots or sandals. Children require a pair of soft gym shoes/trainers (with non-marking soles) for indoor use only. These can be used during P.E.
- tie - grey and red stripes.



The wearing of school uniform helps to create an identity with the school and can also be useful in matters of safety and security. Your co-operation would be very much appreciated.

P.E. Uniform

The P.E. uniform is designed to enable children to exercise and work comfortably.

- Plain white T-shirt or polo shirt
- Blue/black shorts, leggings or plain jogging trousers (without brand names/advertising)
- Training shoes

Pupils may come to school wearing their P.E. kits on their designated gym days.

Meals

All parents and carers can add money online to their children's card using the iPay Impact online system. There is no facility to pay for meals with cash.

All P1-5 pupils are entitled to a free school meal. We operate a cashless cafeteria. Any child who has forgotten his/her money or packed lunch will be given a meal without question, but a letter will be issued by catering staff stating the amount owed. The money owed should be put directly onto their card the following day.

The menu and nutritional information is available on the NLC website -

<https://www.northlanarkshire.gov.uk/index.aspx?articleid=5594>

Breakfast Club



The school breakfast club is open from 8:15am until 8:45am each day for children requiring breakfast before the start of the school day. Games and activities are provided and all children are asked to go out to the main playground from 8.45am onwards to line up with their class when the bell rings at 9.00am.

All children can access the breakfast club from the main entrance. All P1-P5 children are now able to attend the breakfast club for free. Children in P6 & P7 can attend the breakfast club at a cost of £1 each day.

Pupils in P6-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. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Special Diet Procedures

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 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian 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.

For information; a vegetarian meal option is offered on a daily basis.

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 the Head Teacher and school catering service including the nutritionist 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, parent/carers 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. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk

Packed Lunches and Snacks

Auchinloch is a Nut free Zone, it is vital children do not bring any snacks or foods into school which contain nuts as this could be harmful to others. Children are encouraged to bring a water bottle to school which they can access throughout the day. Children are prohibited from bringing fizzy or energy drinks to school.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

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 (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2024.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk

From 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), are 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.

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, on the NLC website and twitter.

Supervision in non-class times

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

Wet Intervals – Children remain in their rooms and are supervised by Senior Management Team and when possible other support staff.

Wet Lunch Hour – Senior promoted staff supervise those children who have remained in school for either a school or packed lunch. This can sometimes be extremely difficult and parents are asked to co-operate by ensuring that those children who have gone home for lunch return to school just in time for the start of the afternoon session.



Placing Requests



You have the right to make a placing request for your child to be educated in a school other than their catchment 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 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 and young people have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) 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 and young people to make a placing request to attend a school/establishment belonging to another authority.



Transport

The Council has a policy of providing free transport to 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 provision may 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.

ii) Pick-up points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

iii) 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 a child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy as stated above.

Medical and Health Care



Children are medically examined by the Dental Inspection team throughout their time at school. Parents are always notified in advance in order that they may be present at the time of examinations should they so wish.

Many children fall in school and obtain minor injuries to hands and knees. Our First Aider will attend to your child in the first instance. If your child has a nose bleed, sustains a head injury or any other serious injury we will inform you as soon as possible.

Any request for a pupil to have medication administered in school **MUST** be made in writing from the parent, before permission will be granted. **ALL MEDICINES MUST HAVE THE PRESCRIPTION LABEL ATTACHED WITH THE CHILD'S NAME AND DOSAGE.**

All medications other than inhalers and emergency rescue medication will be kept in the school main office.

Any children requiring an inhaler will keep this in their classroom to enable them to access this quickly. The inhaler will be kept in a clear bag with the child's name and photograph attached.

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, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

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



The Parent Council

Parent Councils came into force on 1st August 2007. The composition of the Parent Council, as determined by the Parent Forum, is a minimum of 4 parent members and a maximum of 8. The Head teacher is the professional advisor 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;
- c. consulting with parents and reporting back to the Parent Forum on matters of interest;
- d. promoting contact between the school, parents, 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.

Auchinloch Parent Council Members

Chairperson – Ms Barbara-Ellen Bain
Secretary – Mrs Madeline Craig
Treasurer – Mrs Amanda McAlpine
Member – Mrs Alison Hemi
Member- Mrs Daniella O'Donnell
Member – Mrs Mhairi McMillan
Member – Nicola Irvine-Brown

It should be noted that 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.

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 school's actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or Principal Teacher will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Co-ordinator is: Paul McKeever, Head Teacher - 01236 794824

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. 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

Adult Protection Co-ordinator is: Paul McKeever, Head Teacher - 01236 794824

Useful Names and Addresses

North Lanarkshire Council Chief Executive – Des Murray
Head of Service – Gerard McLaughlin
Education & Families Manager – Michael Dolan

Civic Centre
Windmill Street
Motherwell
ML1 1AB

01698 403200

Contacts in Relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from Chryston High School – Vicky Madigan | MadiganV@northlan.gov.uk

NHS Lanarkshire
Cumbernauld - Kildrum Health Centre
01236 721354
Cumbernauld - Condorrat Health Centre
01236 733221

Social Work
Cumbernauld/Chryston
Tel No 01236 638700

Qualifying Statement



Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within 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 are required by law to issue a copy of the school handbook to certain parents/carers in December each year. It details the current policies and practices of both the council and the school.



