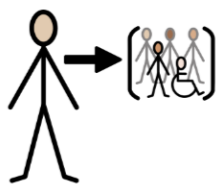




# Glencryan School Handbook

## 2025 - 2026

In Glencryan, we strive to be bright and bold,  
With minds that grow and hearts of gold.  
Our learning is rooted in work and fun,  
We make a difference for everyone!



**Belong**



**Believe**



**Achieve!**



UNICEF UK  
RIGHTS RESPECTING  
SCHOOLS AWARD

BRONZE - RIGHTS COMMITTED



# Table of Contents

Introduction by Head Teacher.....	Pg 4
School Information.....	Pg 5 -6
Staffing Structure.....	Pg 6
School Holidays and Term Dates 2025 - 2026.....	Pg 8
The Primary Department .....	Pg 9-10
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Staffing</li> <li>• Parents and Partners</li> <li>• Uniform</li> <li>• Curriculum</li> <li>• Assessment</li> </ul>	
The Secondary Department .....	Pg 11 - 12
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Staffing and Points of Contact</li> <li>• Secondary Department School Hours</li> <li>• Uniform Guidance</li> <li>• Home School Links</li> <li>• Discipline</li> </ul>	
The Senior Phase .....	Pg 13 - 16
<ul style="list-style-type: none"> <li>• Overview</li> <li>• Staffing and Points of Contact</li> <li>• Student Responsibility</li> <li>• Curriculum</li> <li>• Skills for Life Learning and Work</li> </ul>	
Equal Opportunities .....	Pg 16
What is Curriculum for Excellence? .....	Pg 17 - 19
Additional Support Needs .....	Pg 20
Getting It Right for Me Plans (GIRFMe) .....	Pg 20
School Improvement Plan .....	Pg 22
School Ethos .....	Pg 23
Spiritual, Social, Moral and Cultural Values.....	Pg 24
Extra-Curricular Activities .....	Pg 24
Freedom of Information .....	Pg 24
Child Protection .....	Pg 29
Adult Protection.....	Pg 29
School Discipline.....	Pg 29
Home, School, and Community Links .....	Pg 30
Attendance .....	Pg 30
Clothing and Uniform .....	Pg 32
Uniform Exchange .....	Pg 32
Care of Personal Property.....	Pg 34
Mobile Devices .....	Pg 34
Meals .....	Pg 34
Placing Requests.....	Pg 35
Transport .....	Pg 35

Information in Emergencies .....	Pg	36
Medical and Health Care .....	Pg	36
The Parent Council .....	Pg	37
Important Names and Addresses.....	Pg	38
School Community Links .....	Pg	38
Qualifying Statement .....	Pg	39
Additional Information .....	Pg	40

# Introduction and Welcome



*Mrs Laura Rowe*  
*Head Teacher Glencryan School*

Welcome to the school handbook for Glencryan School. Whether you are a parent/carer, pupil, family member, friend or simply finding out more information about the school, we hope you find it useful and informative.

We are very proud of our School Community and our children and young people are at the heart of everything we do. Our dedicated team of Teachers, Learning Assistants, other school staff and wide range of multi-professionals who work closely with us, ensure that we strive to deliver the best possible outcomes for all children and young people in our care.

In Glencryan School we pride ourselves on being an inclusive learning community, where the values of belonging, believing, and achieving are central to everything we do. A positive, supportive ethos is fundamental to all aspects of the work of the school and results in a welcoming, nurturing, and safe environment where all members of the school community are valued. Our learning community extends far beyond the school gates and we engage with a wide range of partners and with parents in supporting all aspects of learning. We are highly regarded in the local community.

Our shared vision permeates the work of the school. We are committed to providing all our children and young people with an extensive range of learning opportunities both within and out with school.

Glencryan School is located in Cumbernauld and whilst our catchment area is Cumbernauld and Kilsyth, we welcome pupils from across North Lanarkshire, at all stages. As an Additional Support Needs school, our pupils have an increasingly wide range of additional support needs. We are dedicated to ensuring that all learners are supported to achieve their potential and staff address all barriers to learning.

The children and young people who attend the school are aged 5 -18+ have a wide range of additional support needs. The school has a Primary Department (P1-P7), a Secondary Department (S1-S3) and a Senior Phase Department (S4-S6).

Our vision and values are clear and vitally important in everything we strive to achieve within the school:

**Vision** In Glencryan, we strive to be bright and bold. With minds that grow and hearts of gold. Our learning is rooted in work and fun . We make a difference for everyone!

**Values** Belong, Believe, Achieve

## School Information

Name:	Glencryan School
Address:	Greenfaulds Ring Road, Greenfaulds, Cumbernauld, G67 2XJ
Telephone No:	01236 794866
Fax No:	01236 732625
Email:	enquiries-@-glencryan@northlan.org.uk
Present Roll:	186
Stages Covered:	Primary 1 - S6                      5-18 years +
Status Covered:	Non-denominational, co-educational.

### School Hours:

Primary Department:	9:00 a.m. - 03:00 p.m.
Secondary Department:	9:00 a.m. - 03:30 p.m.
Senior Phase:	9:00 a.m. - 03:30 p.m.

### Morning Interval:

15 minutes duration.

Primary Department:	10:30 a.m. - 10:45 a.m.
Secondary Department:	10:50a.m. - 11:05 a.m.
Senior Phase:	10:50a.m. - 11:05 a.m.

### Lunch:

45 minutes duration.

Primary Department:	12:15 p.m. - 1:00 p.m.
Secondary Department:	12:45 p.m. - 1:30 p.m.
Senior Phase:	12:45 p.m. - 1:30 p.m.

### End of School Day:

Primary Department:	3:00 p.m.
Secondary Department:	3:30 p.m.
Senior Phase:	3:30 p.m.

### Letting Facilities:

The school is available for community activities. Applications for lets of the gymnasium, swimming pool changing rooms, showers, activity area (hall) and classrooms may be made through the NLC Facility bookings.

## Staffing Structure

Head Teacher	1
Teaching Staff	35.6 Full Time Equivalent
Additional Support Needs Assistants	38 (Not all full time)
Clerical Assistants:	2
Facilities Officer:	1

## Members of Senior Management

Head Teacher :	Mrs Laura Rowe
Depute Head Teacher Primary Department	Mr Alun Struthers
Depute Head Teacher Secondary Department	Mrs Amanda McBain
Depute Head Teacher Senior Phase Department	Mrs Louise Canavan

## Members of Middle Management

Principal Teachers Primary Department	Mrs Debra McManus Mrs Amy Greenlaw
Principal Teachers Secondary Department	Mrs Claire Drummond Mrs Jade Coffield
Principal Teacher Senior Phase Department	Mr David Lochhead

## Staffing per Department

Primary Department	1 Depute Head Teacher 2 Principal Teachers ( Job Share) 8 Class Teachers 16 Learning Assistants
Secondary Department	1 Depute Head Teacher 2 Principal Teachers ( Job Share) 6 Core Teachers 6 Specialist Teachers (Shared with Senior Phase ) 8 Learning Assistants
Senior Phase Department	1 Depute Head Teacher 1 Principal Teachers ( Job Share) 6 Core Teachers 6 Specialist Teachers (Shared with Secondary Department ) 6 Learning Assistants Part Time Vocational Tutors
Clerical and Support Staff	2 Clerical Assistants 1 Janitor Bus Escorts and Janitors

# School Holidays and Term Dates

## **August 2025**

- Tuesday 12 August 2025 (Return date for teachers & in-service day)
- Wednesday 13 August 2025 (In-service day)
- Thursday 14 August 2025 (Return date for pupils)

## **September 2025**

- Friday 26 September and Monday 29 September 2025 (September weekend holiday)

## **October 2025**

- Monday 13 to Friday 17 October 2025 (October week)

## **November 2025**

- Monday 17 November 2025 (In-service day)

## **December - Christmas and New Year**

- Schools close at 2:30pm on Thursday 18 December 2025
- Friday 19 December 2025 - Friday 2 January 2026 (Christmas holidays)

## **January 2026**

- Schools return on Monday 5 January 2026

## **February midterm break 2026**

- Monday 16 February 2026
- Tuesday 17 February 2026
- Wednesday 18 February 2026 (In-service day)

## **April - Spring holiday (Easter) 2026**

- Schools close at 2:30pm on Thursday 2 April 2026
- Friday 3 April - Friday 17 April 2026 (Spring break)
- Schools return on Monday 20 April 2026

## **May 2026**

- Monday 4 May 2026 (May holiday)
- Thursday 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday 22 May 2026 and Monday 25 May 2026 (May weekend)

## **June 2026**

- Schools close at 1pm on Friday 26 June 2026



# The Primary Department

## Overview

The Primary Department in Glencryan caters for children between the ages of five and twelve. At present there are eight primary classes. Each class comprises of a maximum of ten pupils and one class teacher. Learning Assistants are placed in response to pupils' need.

The children are offered a curriculum, which encourages the development of a wide range of skills. We place great importance on building skills already gained by the children from home, nursery, and school and by endeavouring to meet their on-going individual needs through a process of constant evaluation and consultation.

## School Hours

The teaching day begins at 9.00am.

The morning interval, during which all of the children are supervised by adults, is from 10.30am – 10.45am.

Lunch is at 12.15pm. Children may bring a packed lunch to school or order a school lunch from the cafeteria. All children, regardless of whether they choose a packed lunch or a cafeteria lunch, eat together in the lunch hall and are supervised by teachers and auxiliary staff. Children return to class at 1.00pm.

The teaching day finishes at 2.55pm when the children assemble in the school hall ready to leave the building at 3.00pm.

## Staffing

Mr Alun Struthers is Depute Head teacher and the point of contact for the Primary Department. At present there are 8 members of teaching staff and 16 additional Learning Assistants working in the Primary Department. On page 7, there are staffing details of our Primary Department, but you should note that these are subject to change.



*Mr Alun Struthers  
Depute Head Teacher  
Primary Department*

Specialist Teachers from the Secondary Department also assist the Primary Department in the delivery of particular curricular areas including Swimming and Music.

## Parents as partners

In Glencryan, we acknowledge that you are the first and continuing educator of your child and as such we value your support and comments at all times. Each child has a daily diary or Class Dojo in which both parents and teachers are encouraged to write or send messages. Your child's class teacher will comment on the events of the day and we would encourage you to do likewise. A short explanation is requested in the diary or on Class Dojo, or by telephoning the school following any absence.

You are welcome to contact the school at any time by telephoning and asking for the Depute Head Teacher. Thereafter, if you require to see the class teacher or other members of staff, an appointment will be arranged in order that the relevant staff members are available.

There are also regular events throughout the year to which parents are specially invited. These include celebration events and parents' workshops.

Parents are asked to support the school by encouraging and supporting their child with homework directed by the class teacher (as appropriate).

### **Uniform**

At Glencryan School, we encourage all children to wear school uniform. As well as encouraging pupils to take pride in being a part of our school community, the uniform is also designed practically for comfort and ease.

The uniform consists of a red sweatshirt, white polo shirt and a grey skirt, trousers, or jogging bottoms. Red school fleeces are also available. All uniform items can be ordered by contacting the school office. The design of the uniform is intended to encourage independent dressing skills amongst even the youngest of our pupils. All children participate in weekly PE and Swimming Lessons, therefore they will need to have shorts, T-shirt, soft shoes for PE, a swimming costume and towel for using at the pool.

### **Curriculum**

We deliver Curriculum for Excellence - a broad general education from P1 to S3 and Senior Phase from S4 - S6. Teachers' planning takes account of individual needs of children within this framework.

### **Assessment**

Assessment within the Primary Department is continuous and recorded for each child individually. These assessments are then used in order to report to parents verbally or in writing. At present, we have two parents' evenings during the course of a year and we provide parents with a comprehensive written report in the summer term and an opportunity to join us for an open morning.

### **Promoting Positive Behaviour**

We recognise that every child is an individual with individual needs and strengths. This includes individual targets within the GIRFME Plans as well as planned circle times. During circle time the children are encouraged to develop listening, looking, speaking, thinking, and concentrating skills. They are also encouraged to be respectful towards each other and to be caring to each other.

The positive environment offers the children a chance to develop not only positive self-esteem but also to cultivate respect for other people and property. Within each class and also within the department there are rules to which all of the School Community are expected to adhere. From time to time, however, all children experience difficulties to a greater or lesser extent. Usually, these difficulties are minor and can be dealt with

through circle time or within class, but sometimes greater intervention is needed. When intervention by the class teacher does not improve the situation for a particular child, then the matter is referred to the Depute Head who will then decide how to proceed. At all times, we endeavour to consult with parents as to the nature of the difficulties and possible solutions.

We celebrate the successes that the children have through a class points system and awards at assemblies once a week.

## The Secondary Department

### Overview

The Secondary Department caters for young people between the ages of 12 and 15 years of age:

It is the aim of the Secondary Department to support our young people to develop socially and emotionally as well as academically. Pupils are encouraged to be as independent as possible and develop responsibility for their learning. Our aspiration is to enable all pupils to develop their capacities as successful learners, confident individuals, responsible citizens, and effective contributors to society.

When pupils move into the Secondary Department they follow a subject based timetable, much as they would in a mainstream secondary school. In this way the pupils can identify with their peers in mainstream schools and benefit from access to specialist teachers. Having to move around the school independently also develops maturity, responsibility, and self-discipline.

### Staffing and Points of Contact

Mrs Amanda McBain is the Depute Head Teacher for the Secondary Department and the main point of contact.

On page 7, there are staffing details of our Secondary Department, but you should note these are subject to change.



*Mrs McBain  
Depute Head Teacher  
Secondary Department*

### Department hours

Attendance is from 9.00am until 3.30pm with a break from 10.50am until 11.05am. Lunch is from 12.45pm until 1.30pm.

### Uniform

A blue polo shirt and a navy sweatshirt are available to purchase from school. A newly designed tie, worn with a white shirt is popular and dark trousers or skirt completes the uniform.

Pupils should also provide a pair of dark shorts, a T-shirt, and indoor trainers for PE, as well as a swimming costume or trunks and a towel for swimming. Please note that items of clothing relating to football teams are not acceptable, as they are considered provocative.

### **Home-School Links**

Good home-school links are encouraged by our open-door policy. Parents are welcome to telephone for an appointment at a mutually agreed time and are encouraged to discuss any problems as soon as they occur, rather than allowing situations to escalate. The use of the home-school diary or Class Dojo is encouraged for pupils with language and communication difficulties.

### **Extra-Curricular Activities**

As part of their personal and social development, the pupils are offered extra-curricular activities. All of these are designed to raise self-esteem, build confidence, and raise expectations and independence skills. As such, they form part of your child's personal development, and we would urge you to encourage him or her to take part.

### **Discipline**

The school promotes positive behaviour.

A high standard of behaviour is expected from all pupils. To encourage this, a house system has been developed and rewards are given to pupils who demonstrate our school values. A class reward system is also used to encourage positive behaviour. Any pupils who are continually disruptive, may be given a behaviour sheet targeting some aspect of their behaviour.

The Depute Head Teacher may remove a pupil who is experiencing difficulties from the classroom for time out in a safe environment. This may be for part of a period or longer until the child has settled and is ready to return to their class.

# The Senior Phase

## Overview

The Senior Phase caters for students aged 15-18 plus. Senior Phase considers its main aims, as well as furthering academic progress, are to promote the young person's independence and broaden their horizons.

## Department Hours

Attendance is from 9.00am until 3.30pm with a break from 10.50am until 11.05am. Lunch is from 12.45pm until 1.30pm.

## Staffing and Points of Contact

Mrs Louise Canavan is the Depute Head Teacher for the Senior Phase Department and the main point of contact.

On page 7, there are full staffing details of our Senior Phase Department, but you should note that these are subject to change.

## Uniform

Students have designed the Senior Phase uniform which includes a black jumper and exclusive tie for the Senior Phase students.

## Student Responsibility

Glencryan School Senior Phase expects that students should accept responsibilities, which have been negotiated and agreed. Acceptance of responsibility is important in developing a climate for effective learning and achieving self-respect and respect for others. It is in light of these principles, that students are given a high level of choice. Staff encourage positive choices through discussion and negotiation.

Although discipline may appear to be more relaxed in the Senior Phase, the main thrust of the whole school's discipline and guidance procedures underpin the day to day running of the department.

Consideration and care must be extended to all students and staff members.

Senior Phase pupils are expected to set an example to the younger pupils within the school.

## Curriculum

In response to present day developments in education, Glencryan School aims to respond to the needs of society by equipping young people with the skills needed to contribute effectively to the world around them. Senior Phase at Glencryan School aims to offer experiences which prepare individual young people to play a full part in an ever-changing society.



*Mrs Canavan  
Depute Head Teacher  
Senior Phase*

These aims will, therefore, have implications for the curriculum. Education must continue to develop personal qualities and skills in all our young people enabling them to develop and achieve their highest individual potential. Glencryan School strives to take account of the individual student's needs as they move towards adulthood. Their continuing intellectual, physical, social, emotional, moral, and spiritual growth along with increasing independence and responsibility make our young people more aware of their own interests, aptitudes, and career aspirations.

Careers guidance is carried out by a core teacher and Skills Development Scotland. This work allows the young person to focus more fully on college, work experience and community placements.

The curriculum is delivered through SQA Units and a Vocational Programme which are the context for meaningful learning experiences that offer students (including 'electives' that offer personalisation and choice) the opportunity to practise and gain skills they will use after full time education:

- To work with others in a team;
- To negotiate;
- To problem solve;
- To communicate appropriately;
- To make plans, including contingency planning;
- To make informed decisions;
- To use their initiative;
- To use practical measurement and numeracy;
- To budget and use real money;
- To use IT for real purposes;
- To work with Skills Development Scotland.



This in turn should help students to develop:

- Self confidence
- Personal awareness
- Independence
- Positive attitudes
- Citizenship
- Responsibility
- Self-respect

The core skills of communication, numeracy, problem solving, working with others and information technology are taught through an integrated approach.

### **Skills for Life Work and Learning**

#### **Vocational Training**

The Senior Phase offers students possible employability and accreditation qualifications in Hospitality Hair and Beauty, Laundry Services, Automotives, Childcare and



Horticulture. This eases the transition between school and the world of work. It also offers employers the opportunity to see our students in a 'work-like' situation.

Students work towards SVQ Level 1 Hospitality, City & Guilds Hospitality, SQA Horticulture National 4.

### Communication

The following activities are used to deliver communication:

- Group meetings
- Group discussion
- Letter writing
- Notice board
- Individual prompting
- Application forms
- Presentations
- Minute taking
- Mind mapping
- Making lists
- Brainstorming
- Taking and passing messages



### Numeracy

The following activities are used to deliver numeracy:

#### Money

- The use of a Bank Account including paying in, withdrawing cash.
- Costing
- Estimating
- Selling shares
- Keeping accounts
- Paying bills
- Pricing
- Business plans
- Budgeting
- Counting



#### Measuring

- Materials for production
- Estimating
- Time management
- Meeting deadline

### Problem Solving

The following activities are used to promote problem-solving:

- Outline difficulties and discuss solutions
- Making plans, including contingency plans



- Group discussions
- Listening to others making informed decisions
- Balloting group members
- Prioritising needs
- Listing pros and cons

### **Working with others**

The following activities are used to promote working with others:

- Teamwork
- Negotiating
- Listening
- Helping others
- Compromising
- Talking out
- Peer assessing



### **Information Technology**

The students will have experience and gain proficiency using:

- Computer PC
- Scanner
- Printer
- Network
- Internet-e-mail
- Fax
- Phone
- Photocopier
- Video conferencing
- Digital camera
- Video camera
- Power Point Presentation
- Apple Mac I pads
- SMART Boards



## **Equal Opportunities**

The ethos of the school is that all pupils have the right to the same opportunities and provision in the curriculum irrespective of sex, colour, race, or creed. The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people.

The 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.



We strive for equality of opportunity for our pupils and staff. In line with the Equality Act 2010, the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024, we are committed to eliminating discrimination on the grounds of age, race, colour, sexual orientation, gender, religious belief, marital status, race, pregnancy, poverty, or disability.

## 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 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 Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

## 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 years 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 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

In Glencryan, we follow a staged approach to assessment and planning for children and young people with additional support needs.

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.

Assessment within the school is continuous and recorded for each child individually. These assessments are then used in order to report to parents verbally or in writing. At present, we have two parents' evenings during a year, and we provide parents with a comprehensive written report in the summer term and an opportunity to join us for an open morning.

## Additional Support Needs

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

In Glencryan there is ongoing pastoral care support for children and young people through the Class Teacher, Principal Teacher, or Deputy Head Teacher.

Through Parents evenings and reports, teachers will update the child or young person's named person on how they are progressing.

Children or young people with English as an additional Language will be fully supported.

Members of the Senior Leadership Team will follow all guidelines and procedures to fully support all Care Experienced children and young people.

All children and young people within Glencryan school have a Getting It Right for Me Plan (GIRFME).

GIRFME Plans enable staff to plan effectively for children and young people with Additional Support Needs. 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 agencies 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.

## 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.

# School Improvement Plan



## Glencryan School Improvement Action Plan Summary

Session 2025-2026



Improvement Plan Summary	Examples of Expected Impact/Interventions
<b>School Priority 1:</b>  Further development of clear and progressive curricular pathways to meet the needs of the learners across all stages, improve engagement and raise attainment.	<ul style="list-style-type: none"> <li>- Present school for Rights Respecting School Award, Silver level.</li> <li>- Further development and improvement in the use of digital in learning, teaching and communication to engage learners and enhance learning experiences.</li> <li>- Further development of Play as a curricular area in Primary and Secondary to meet learners needs.</li> <li>- In Primary, Teaching Talking Assessments used to support interventions in improving progress.</li> <li>- In Secondary, a focus on Literacy and Numeracy assessments to improve moderation.</li> <li>- Secondary will introduce French as a curricular area.</li> <li>- In Senior Phase, further development of a monitoring and tracking platform to support interventions and enhance attainment for learners.</li> </ul>
<b>School Priority 2:</b>  Improvement in wider achievement opportunities for learners, including recognising, evidencing, and celebrating wider achievement for all.	<ul style="list-style-type: none"> <li>- Increased partnerships with community organisations, families, employers, and other agencies to further develop and celebrate wider achievement and successes.</li> <li>- In Primary, wider achievements will be recognised as a department and shared with home.</li> <li>- In Secondary, Meta-skills will be introduced and embedded in practice.</li> <li>- In Senior Phase, additional opportunities to gain wider achievement will be offered, for example, Barista, Craft Cake Design.</li> </ul>
<b>School Priority 3:</b>  Further improvement in family engagement across the school to promote a consistent and nurturing school ethos where wellbeing and mental health for all is central to practice.	<ul style="list-style-type: none"> <li>- Through collegiate working with partner agencies, there will be an improvement in family engagement to increase the support that is available for families.</li> <li>- Across the school, there will be increased opportunities for family engagement at events, targeted workshops, information sessions and meetings.</li> </ul>
<b>Pupil Equity Fund (PEF)</b> Glencryan Schools PEF Allocation is £57,240	<ul style="list-style-type: none"> <li>- Funding of an ASN Welfare Officer and Barnardo's support worker to engage with and increase supports for families.</li> <li>- Funding of external providers to improve outcomes, and to increase opportunities and experiences for children and young people. This will support increased participation, engagement, motivation, confidence and self-esteem.</li> <li>- Purchase of appropriate resources and equipment related to all curricular developments and programmes to support attainment, learning and teaching.</li> </ul>



# School Ethos

In preparation for celebrating Glencryan School's 50<sup>th</sup> birthday in August, we have refreshed our Values, Vision, and Aims.

Our previous Values were:

**Respect, Honesty, Compassion, and Equity.**

Our previous Vision was:

**Learning Skills for Life  
through Quality Experiences  
in Glencryan School.**

Our previous Values and Vision are still relevant today, however, when we consulted with pupils, staff, and the Parent Council, it was agreed that we needed something which delivered the same message but in a more direct, easily remembered way.

After consultation it was agreed that our new Values will be:

  
**Belong, Believe, Achieve.**

The meaning behind our Values:

- **Belong** - we all belong to the school community. Pupils, families, staff, friends, and partner agencies are all valued and welcomed at Glencryan School.
- **Believe** - we believe in one another. We believe that all pupils can succeed. We believe that staff can help them to do this. We believe that our whole school community works together to ensure the best outcomes for our pupils.
- **Achieve** - we know that all pupils achieve in their own way. We support our pupils to achieve, and we recognise and celebrate them when they do!

Our new Vision will be:

**In Glencryan, we strive to be bright and bold,  
With minds that grow and hearts of gold.  
Our learning is rooted in work and fun,  
We make a difference for everyone!**

We have introduced our new Values and Vision to our pupils, and they are displayed on posters around our school building. Pupils are learning about the meaning behind our new Values and Vision through assemblies, during Health and Wellbeing lessons, and as part of their morning routine.

Our Aims for Glencryan School support our Values and Vision, they define our ambitions and hopes for our school.

- We respect everyone within our school community, listening to their views, to create a safe and inclusive learning environment.
- We provide meaningful, engaging learning experiences, to allow our pupils to achieve their full potential.
- We recognise and celebrate achievement at every level.
- We support pupils to develop their skills to prepare them for learning, life, and work beyond school.
- 

## Homework

The Glencryan School website has a Pupil Dashboard providing links to sites pupils can access in order work at home.

<https://blogs.glowscotland.org.uk/nl/glencryan/pupil-learning-dashboard/>

## Spiritual Social Moral and Cultural Values

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school 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.

## 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 timescale 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 at : [foirequest@northlan.gov.uk](mailto:foirequest@northlan.gov.uk).

## General Data Protection

### 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 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 out with 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 the Council website.

### 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](mailto: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 other aspect of data protection law).

Information Commissioner's Office,  
45 Melville Street,  
Edinburgh, EH3 7HL  
or by e-mail to  
[casework@ico.org.uk](mailto: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](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, <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

## 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: Please insert appropriate name and telephone number:  
Please insert appropriate number

## 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: Laura Rowe, Head Teacher

## School Discipline

As already stated, the school is always dependent on parental support. A formal progression of disciplinary procedures is set out and is available from the Head Teacher.

Guidance notes are kept and should a degree of frequency or a set pattern appear, a letter will be sent inviting the parent to visit to discuss the pupil's behaviour.

### Supervision in Non-Class Times

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Supervision is also provided during lunch.

## Home, School, and Community Links

### Community

Glencryan has an active role within the community and have many positive partnerships with a range of organisations who work with us to provide relevant learning experiences and opportunities.

### Home-school links

Home-school links are actively encouraged. Parents are consulted on any changes within the school, which affect the young person. Links can be at café, bistro, by telephone, by letter, by e-mail or at a mutually agreed meeting.

## Attendance

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 (or Parent Portal) 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. A statement of the school's policy including procedures for the enforcement of attendance.

- 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.

## 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 Assistant Chief Executive, Education, Skills, and Youth Employment. 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), universal credit, housing benefit or 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 wellbeing 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, 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.

Wearing a uniform is encouraged in Glencryan as a means to identifying with the school and as a proven foundation of good discipline. Further details will be found in the department sections and individual items may be purchased from the school.

The table below demonstrates an example of the uniform colours for each department. Pupils can wear a skirt or black trousers. A more extensive set of outerwear and clothing, including waterproof jackets can be obtained from:

Scot Crest Schools

62 Clark Street

Airdrie

ML6 6DW

Tel No: 01236 768686

or

by accessing Scotcrest Uniforms online:

<https://scotcrestschoools.co.uk/index.php?route=product/search&search=glencryan>

### Primary Uniform



*Red Sweatshirt*



*Red Cardigan*



*Red Fleece*



*White Polo Shirt*

### Secondary Uniform



*Blue Sweatshirt*



*Blue Cardigan*



*Blue Fleece*



*Blue Polo Shirt*

### Senior Phase Uniform



*Black Sweatshirt*



*Black Cardigan*



*Black Fleece*



*White Polo Shirt*

## Uniform Exchange

Glencryan School is an Eco aware school and supports the reduction of financial barriers for families. We operate a Uniform Exchange whereby parents can hand in old uniforms

and swap them for a uniform they need. Parents are also welcome to simply donate a uniform.

## Care of Personal Property and Mobile Devices

Jewellery or expensive watches should not be worn. Mobile phones, personal iPads, iPods and Smart Watches etc should not be brought to school.

Parents are asked to **assist** in this area by ensuring that valuable items and unnecessarily expensive articles of clothing are not brought to school. In this regard, it should be noted that the authority no longer carries insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

No money should be left in coats but should be given to the class teacher at the beginning of the day either for safe keeping until required, or to be passed on to the school office.

## Meals

All school meals are free for pupils in ASN establishments in North Lanarkshire. Pupils can choose to bring in a school lunch to school.

### 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 made 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](mailto:specialdiet@northlan.gov.uk)

## 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 to 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

### Transport Provided by the Council

The Council has a policy of providing transport, free of charge, for pupils living in North Lanarkshire and attending Glencryan School. Where this transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. School will complete transport requests for all pupils and the ASN transport section then organise appropriate transport and will liaise with families directly.

## 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.

## 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.

## Medical and Health Care

The School Medical Officer is a frequent visitor to the school, but in emergency situations children are attended to by a member of staff and if necessary taken to the Health Centre. In severe cases parents would certainly be involved and encouraged to accompany their child. The school shares the services of a School Nurse, with Redburn School. The School Nurse is on call at all times and is involved in Health Education lessons as well as being available for emergencies. If a child is unwell and it appears to be a continuous situation, home will be contacted.

The Services of Speech and Language Therapists are available for all those who require this service.

Physiotherapists, Occupational Therapists, and other specialist agencies also visit the school to work with identified pupils who require their expertise.

## 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 of 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 at the school.
- be invited to identify issues for the Parent Council to work on with the school.

## The Parent Council

The composition of the Parent Council should be stated. (This is determined by the Parent Forum). There should also be a reference to the head teacher being the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- supporting the work of the school
- representing the views of parents
- consulting with parents and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents, pupils, providers of nursery education and the wider community
- fundraising
- taking part in the selection of senior promoted staff
- receiving reports from the head teacher and education authority
- receiving an annual budget for administration, training, and other expenses

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.

## Home School Links

The school has an 'open door' policy and always welcomes parents. It would be helpful, because of timetabling and visits, to make a quick phone call to ensure staff are available, and if not, to choose a mutually suitable time. Notices of meetings are sent home with the children and in the case of absence, important information is posted home.

At the start of the school session parents are invited to attend an arranged Parents' Night. From this discussion the pupil's support plan is drawn up and targets (where necessary) are outlined for the coming session.

Parents, at the end of the school session, are given for their information, a Pupil Report identifying strengths, areas for development and resulting needs. Parents are encouraged to add their own comments and their child's comments, where appropriate.

Inclusion into primary and secondary schools may take place. At the early-stage integration can add to the development of the child. At the primary stage pupil's attendance may possibly lead to total integration. At the secondary stage part-time integration may also lead to attendance on a full time basis but could, more often, continue at a part-time level as part of the pupil's social and academic development. These procedures are all closely monitored by the school and Psychological Service.

Pupils in the Senior Phase participate in college link placements at their community college.

## School Community Links

Glencryan School has an active role within the community and has many positive partnerships with a range of organisations who work with us to provide relevant learning experiences and opportunities.

## Parent Council

When parents and schools work together, children do better. The active involvement of parents at Glencryan, can help promote a learning community in which pupils can engage positively with school staff and their peers.

Parent Councils help to create an environment where all parents know that their views matter, and where they feel confident and comfortable putting their views forward. They work on behalf of all parents to discuss matters that are of importance to us all. They do not get involved in individual circumstances relating to children or staff in the school.

**Kirsty Murray Chairperson of the Glencryan Parent Council:**

*'The Glencryan Parent Council was re-established in 2022 and is made up of a number of members including parents, the Head Teacher and staff from the school. The Parent Council meets every two months to discuss ways to fundraise for the school and discuss what events we can plan for the children who attend our school. We have held a variety of events including school discos and Christmas Fayres and we plan to host more.'*

The Parent Council are open to any parents or carers wishing to get involved - whether it is occasional offers of help, donations, skills, and talents that parents could offer occasionally or to be a regular part of our wider school life. Anyone wishing to get involved should first contact the school.

## Important Names and Addresses

### Contacts in relation to Support for Learning

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,

Enquire,  
Tel: 0345 123 2303

Resolve  
Tel: 0131 313 8844



info@enquire.org.uk  
www.enquire.org.uk for parents and  
practitioners  
www.enquire.org.uk for children and  
young people

(Independent Adjudicator)  
Scottish Independent Advocacy Alliance  
Mansfield Traquair Centre  
15 Mansfield Place  
Edinburgh  
EH3 6BB  
enquiry@siaa.org.uk  
www.siaa.org.uk

ASNTS  
Tel : 0141 302 5860  
www.asntscotland.gov.uk  
Additional Support Needs Tribunal (Scotland)  
ASNTS  
Health and Educational Chambers  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street

**NHS Lanarkshire**  
Cumbernauld- Kildrum Health Centre  
Tel: 01236 721354  
Cumbernauld- Condorrat Health Centre  
Tel: 01236 723383  
Kilsyth Health Centre  
Tel: 01236 801677

**Social Work**  
Airdrie  
Coats House  
Gartlea Road  
Airdrie  
ML6 9JA  
Tel: 01236 757000

**Social Work**  
Bellshill  
303 Main Street  
Bellshill  
ML4 1AW  
Tel: 01698 346666

**Social Work**  
Coatbridge  
Municipal Buildings  
Kildonan Street  
Coatbridge  
ML5 3BT  
Tel: 01236 622100

**Social Work**  
Cumbernauld/Chryston  
Bron Way  
Town Centre  
Cumbernauld  
G67 1DZ  
Tel: 01236 638700

**Social Work**  
Motherwell  
Scott House  
73/77 Merry Street  
Motherwell  
ML11 1JE  
Tel: 01698 332100

**Social Work**  
Wishaw/Shotts  
Kings House  
King Street

**Community Learning & Development**  
**Locality Office:**  
North CLD Area Office  
Baird Memorial Primary School

Wishaw  
ML2 8BS  
Tel: 01698 348200

6 Avonhead Road  
Condorrat  
Cumbernauld G67 4RA  
Tel: 01236 638384  
E Mail: CLD-North@northlan.gov.uk

## Qualifying Statement

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within the document before the commencement or during the course of the school year in question or 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.

## Additional Information

### NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.



North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

### Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting



Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

### **Glow and M365**

All pupils in staff in NLC have access to Glow - Scotland's national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.



Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil's Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint, and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.