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Welcome to Mavisbank School

We welcome you to Mavisbank School. In 2007 HMIE acknowledged the welcoming ethos and excellent relationships between staff and pupils. We extend this welcome to all parents, carers and visitors to the school.

The purpose of this handbook is to share with parents and carers background information concerning not only the day-to-day running of Mavisbank School but also what we strive to achieve with our pupils. Mavisbank School is a high achieving and happy learning community. Strong relationships have been built among staff, parents, pupils and the wider community.

We therefore hope to establish a firm alliance with parents and carers which will result in a two way process with many opportunities to share not only knowledge, expertise and information but also any concerns which may arise. Parents and carers will support schools best when they feel at ease with the staff and are confident that their opinions and the needs of their children are respected and valued. It is important to us to build a partnership that is based on shared responsibility, understanding and mutual respect.

Should you wish to know anything that is not included in this handbook then do not hesitate to contact the school and we will try to be of assistance to you.

John Lochrie

Head Teacher



Mission Statement

Our mission is to provide a learning experience whereby all pupils will maximise their potential in a happy, caring and supportive environment.



John Lochrie

Head Teacher

Mavisbank School

Airdrie

ML6 OEB

School Aims

The aims of the school are to:

Curriculum:

Ensure that the additional support needs of our pupils are met through the provision of an appropriately challenging curriculum.

Provide a wide and varied curriculum that is well planned and delivered in an interesting and stimulating way.

Support for Pupils:

Create a safe and caring environment where each pupil's social and emotional needs are addressed.

Inclusion:

Provide opportunities for relevant integration/social inclusion for the whole school.

Learning Environment:

Provide a well resourced learning and teaching environment.

Partnership:

Enable staff, parents and other professionals to work in a spirit of inclusion, partnership and collaboration.

Professional Development:

Provide opportunities for staff to further develop their expertise in the field of additional support needs, while acknowledging North Lanarkshire Council's Policy on Equal Opportunities in the process.

Celebrating Success:

Foster an ethos which acknowledges achievement and celebrates success for all pupils and staff.

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

School Information

Mr John Lochrie
Head Teacher

Ms Eileen McDonnell
Depute Head Teacher

Mrs Mary Linden
Acting Principal Teacher

Name of School: Mavisbank School

Address: Mitchell Street, Airdrie, ML6 OEB

Telephone Number: 01236 632108

Medical Number: 01236 632114

Fax Number: 01236 755421

e-mail Address: ht@mavisbank.n-lanark.sch.uk

Present Roll: 24

Agreed Capacity: 32

Stages Covered: School catering for children and young people between the ages of 5 and 18 years of age with a range of complex additional support needs. Mavisbank offers a high level of expertise in making provision for children or young people who are blind or visually impaired.

Status: Non-denominational and co-educational

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.



Education Staff

Head Teacher	John Lochrie
Depute Head Teacher	Eileen McDonnell
Principal Teacher	Mary Linden (Acting)

CLASSROOM STAFF

ROOM 1

Teacher	Angela Mitchell	Classroom Manager
Instructor	Pearl Heaney	
Early Learning Practitioner	Diane Cody/Ruth Wilson	
ASN Assistants	Lorna Robertson	

ROOM 2

Teacher	Vacancy	Classroom Manager
Instructor	Janette Purvis	
ASN Assistants	Donna Lyons (M,T,W,Th)	
	Anne O'Rourke	

ROOM 3

Teacher	Simon Linton	Classroom Manager
Early Learning Practitioner	Maria Bradley	
ASN Assistants	Gail McMullen	
	Jean Morrison (M,T), Ann Strain (W,Th,F)	
Health & Wellbeing Supervisor	Liz Reid	

ROOM 4

Teacher	Mary Linden	Classroom Manager
Early Learning Practitioner	Mhairi Sadiq	
ASN Assistants	Hazel Ruxton	
	June Johnston	
Health & Wellbeing Supervisor	Libby Gilchrist	

Health Board Staff

MEDICAL STAFF

Members of the Children's Community Nurses (CCN) Team are aligned to the school and are always available for telephone consultation

DENTAL STAFF

Oral Health Educator

Kay Reid

THERAPY STAFF

Physiotherapy Team

Susan Quinn
Gillian Taylor
Rachael Cromar
Linda Christie – Assistant

Occupational Therapy Team

Christine Hand
Diane Sloan
Karen Thomson

Speech & Language Therapy Team Jacqueline Cairney

APT & C Staff

Bus Escorts

Jean Morrison
Anne O'Rourke
Mary Halliday
Lorna Robertson

Senior Clerical Assistant

Morag McMillan

Visiting Specialists

School Psychologist

Sharon Brown

Visual Impairment Specialist

Mary Anne Williams

Catering

Cook

Mary Brown

Janitorial/Cleaning staff

Janitor

Gail Bryson

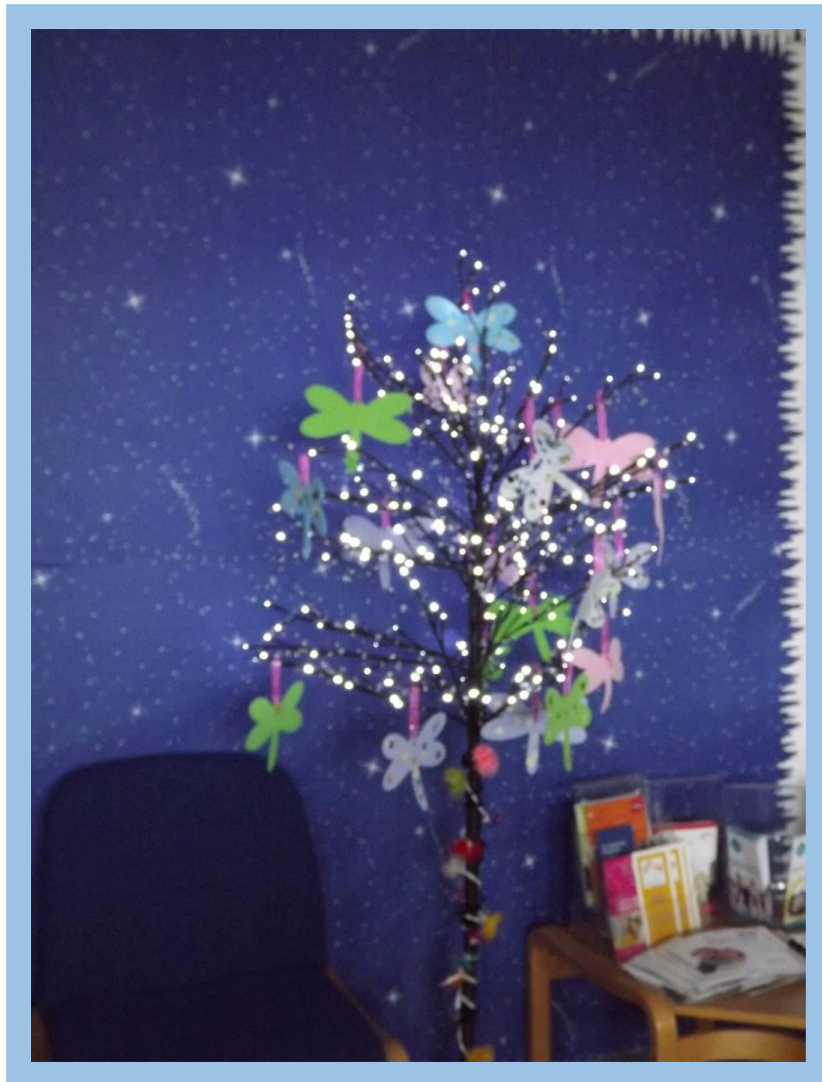
Cleaning Supervisor

Barbara McSherry

School Hours

Primary & Secondary Classes

09:00	Pupils arrive in school
11:30-12:15	Pupils' lunch
12:15-12:45	Staff lunch breaks
12:45-13:15	Staff lunch breaks
15:00	Pupils leave by bus or taxi for home



The School Year

Session 2015/2016

First Term – August 2015

Teachers Return	Friday	14 th August	2015
Pupils Return	Tuesday	18 th August	2015
Close Mid-Term	Friday	9 th October	2015
Re-open	Monday	19 th October	2015
Close	Tuesday	22 nd December	2015

Second Term - January 2016

Re-open	Wednesday	6 th January	2016
Close Mid-Term	Friday	5 th February	2016
Re-open	Thursday	11 th February	2016
Easter week-end	Friday 25 th & Monday 28 th March		2016
Close for Spring break	Friday	1 st April	2016
Re-open	Monday	18 th April	2016

Third Term - April 2016

May Day	Monday	2 nd May	2016
May Weekend	Friday 27 th & Monday 30 th May		2016
Close	Wednesday	29 th June	2016



Enrolment

Parents of possible new entrants should arrange through the Psychological Services to make an appointment with the Head Teacher of the school. They will be given a tour of the school, given the opportunity to see the school at work and speak to the staff. On a less formal basis they may also wish to attend a coffee morning or parents' group meeting and have a chat to our parents. North Lanarkshire Council has an admissions panel for all pupils with additional support needs. Any applications would be allocated by the panel.



Equal Opportunities and Social Inclusion

Care is taken to ensure that the curriculum promotes equal opportunities so that all pupils participate in all activities. There is a positive approach towards eliminating sexist language and we are very conscious of the fact that disabled people have claimed the right to define themselves and their situation in their own terms.

We portray our pupils and our school in very positive terms and our assessment emphasises positive attainable targets which reflect the aptitudes and abilities of our pupils.

The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

Religious Education and Observance

Mavisbank is a non-denominational school. Throughout the year our pupils experience the sensory aspects of many World Religions. This is achieved through whole school monthly assemblies. Pupils may be supported in their spiritual development and ceremonies as appropriate.

The school has two chaplains:

Rev MacDonald
Airdrie High Church
North Bridge Street
Airdrie

Father Taylor
St Andrew's RC Church
Whinhall Road
Airdrie

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



Curriculum for Excellence



What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are

being educated. 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.

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

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts
Health and Well Being
Languages (literacy)
Mathematics (numeracy)

Religious and Moral Education
Sciences
Social Studies
Technologies

Literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The GENERAL PHASE is from nursery to the end of Secondary School Year 3. Learning is divided into levels. These levels will replace the 5-14 levels that you are familiar with. The new levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and Fourth	S1-S3, but earlier for some

The SECOND PHASE is from Secondary School Year 4 and beyond

Senior Phase	S4 – S6 and college or other means of study
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How will my child's learning be assessed?

In playrooms and 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 your school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

The curriculum in Mavisbank aims to make learning the focus of all that we do and also aims to broaden the life experiences of our young people. A variety of teaching methods are used depending on the needs of the child e.g. individual teaching, group teaching, creative interaction and a multi-sensory approach.

We are always conscious that the priority needs of the child must be addressed and that teaching, learning and progression are assessed through the setting of small attainable experiential targets. We concentrate on teaching techniques which do not rely on the pupils' understanding of the spoken word but which assess the level of functioning of the child and record ongoing learning.



Due to the complexity of needs the majority of pupils will have a co-ordinated support plan, drawn up in consultation with other agencies. This is reviewed annually.



Curriculum continued

In Mavisbank we recognise that our school for pupils with complex additional support needs requires an educational environment which includes at least as wide a range of approaches, activities and experiences as is required in a mainstream school. The curriculum is designed for pupils from 3-18 and includes a wide range of educational experiences such as:

- Communication
- Health & Well-being
- Expressive Arts
- Science
- Mathematics
- Social Studies
- Information and Computer Technology
- Religious and Moral Education

Staff creatively plan lessons and activities that are appropriate for each pupil and each group of pupils. Pupils take part in individual and group sessions, community-based activities, and have opportunities to link with pupils from other classes, as well as take part in various social inclusion initiatives.

Each class timetable provides the framework into which the curriculum is slotted and the emphasis within each class may differ within specific areas of the curriculum. A thematic approach is used to give a cohesive overall framework.



Classes



All pupils work within the framework of the 3-18 Curriculum for Excellence which ensures breadth, relevance, cohesion and progression and most of all fun and enjoyment. The curriculum has been elaborated to meet the needs of the children who are at varying developmental stages.



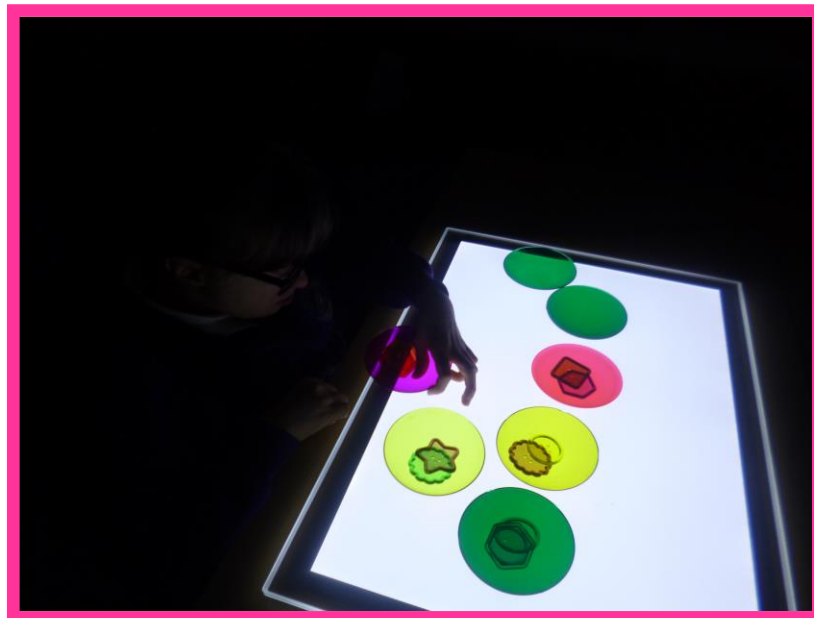
Classes continued

Transfer from Primary School to 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. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

In class 4 pupils will progress to a choice-based curriculum and will have the opportunity to achieve external certification through the SQA and ASDAN framework.

The school will look at potential post school provision within the Transition Planning process in terms of how it will affect our young people. The school will also liaise with outside agencies about the needs of our young people which will require to be met post school.



ASN

1. Mavisbank complies with the Education (Additional Support for Learning) (Scotland) Act 2009.
2. North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.
3. Looked After Children ie 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.
4. 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 request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

Additional Support Plans (ASPs) enable staff to plan for children with Additional Support Needs. Some children may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help them meet their learning targets.

In Mavisbank Additional Support Plans are made up of the following components:

- *Education Targets*
- *Parental Targets*
- *Physiotherapy Programme*
- *Speech & Language Therapy Plan*
- *Eating & Drinking Plan (where appropriate)*
- *Visual Impairment Profile (where appropriate)*
- *Hearing Impairment Profile (where appropriate)*

Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. Parents and young people can, if they wish, request a CSP and are very much part of the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the process of producing a CSP. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

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 and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

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

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests. If you disagree with any decision relating to your child's Co-ordinated Support Plan or the content of it you may be able to refer to the Tribunal.



Staged Intervention/Additional Support Needs

Staged Intervention

Staged intervention is a process, which is used to identify, assess and support the learning needs of the pupils in our school. It provides:

- A record of intervention and achievement for individual children as they progress through school
- An inclusive approach which involves parents, pupils, relevant staff and support services
- Agreed learning and support plans which record the needs of individual pupils
- A solution focussed approach to resolving issues early and at the least level of intrusive intervention
- A structured monitoring and review cycle

Stage 1

A pupil is identified as having additional support needs. These needs can be met within the resources of the classroom. For example, differentiation, a particular teaching style, visual timetables.

The class teacher, on discussion, plans for, evidences and monitors this intervention i.e. forward planner.

Stage 2

A pupil is identified as having additional support needs. These needs can be met within the resources of the school, not normally found in the classroom, for example, support for learning teacher.

The class teacher, on discussion, plans for, evidences and monitors this intervention.

Where this support, however, is intensive (one-to-one/therapist) and enduring (likely to last more than 12 weeks) and essential to allow access to, an elaborated, reinforced, or extended curriculum, an additional support plan (ASP) will be required.

The plan is drawn up by the class / designated teacher (sec department) who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher or a designated member of staff is appointed to have the overview of all pupils with additional support plans.

Stage 3

At this stage, other services within education but outwith the school are involved in the pupil's plan, for example, Sensory Support, Psychological Services, and Support & Microtechnology.

The plan is drawn up by the class / designated teacher who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher or the designated member of staff has the overview of all pupils with additional support plans.

Stage 4

At this stage, it is recognised that a child/young person may require additional support from services outwith education, for example, Speech & Language Therapy, Social Work, Occupational Therapy and Physiotherapy

All of our pupils have additional support needs arising from complex or multiple factors, which require a high degree of co-ordination of support from the education authority and other agencies and for these pupils a Co-ordinated Support Plan (CSP), will be required. (Appendix 2)

All services and agencies involved with the child/young person will play a part in the drawing up of the CSP. The CSP co-ordinator will arrange the meetings and write the CSP. A CSP is a statutory document that is subject to regular monitoring and reviews for those pupils who meet the criteria for requiring one.



Assessment

We assess each pupil's learning and support needs with our partner agencies using a wide range of assessment procedures, which may include:

- Pupil profiles and previous records
- Observations
- Checklists

and through information provided:

- By parents
- Through consultation with other professionals
- In examples of past and current work
- In minutes of review meetings and case conferences
- Through psychological assessments where required or requested
- By pupils interviews where appropriate and by pupil observation.

The assessment will enable staff to build a profile of:

- The pupil's needs as a learner
- Curriculum issues
- Social skills and relationships
- Emotional behaviour



Involving Parents

There are parents' meetings planned across the year to discuss additional support plans and progress. A report is sent out annually.

We are always happy to see parents in school. If you wish to talk to a member of staff, please could you give us a quick call in advance. This will help us to ensure you have all the time you need to talk to staff, whilst ensuring the smooth running of the class. For security reasons, please report to reception on arrival. Thank you for your co-operation in ensuring the safety of your children.

Other communication with parents is by means of letters, newsletters, telephone messages and personal messages relayed by the bus/taxi escorts to the parents. There is a telephone in each classroom and parents can speak directly to staff within their child's classroom. Parents are also free to consult any therapists by telephone and messages from therapists are often relayed in school diaries.

At the beginning of the school year parents are invited to their child's ASP meeting to discuss educational targets, to share their own parental targets and discuss therapy plans and input.

At the end of the school year parents are invited to their child's Annual Review Meeting where pupil progress is discussed.

Invitations are also extended at various times throughout the school year to attend Family Nights, Whole School Assemblies, Parties, Concerts, Fun Days and Fund Raising Events.

A Home Diary system is widely used throughout the school by classroom, inter-agency staff and parents alike. Through the diary the teacher keeps parents up-to-date with the child's progress, relates any concerns and shares successes. Parents also use the diary to transmit or request information from the school.



The Parent Forum

Every parent or carer is automatically a member of the Parent Forum and will be consulted by the Parent Council as appropriate on relevant issues.

- 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

Parent Councils are composed of parent, staff and co-opted members with the head teacher as professional adviser. They have duties, rights and responsibilities in relation to the management of the school. The Parent Council meets monthly to support the school.

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; and
- 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.

Parent Council Members

Head Teacher	John Lochrie
Chairperson	Mrs Yvonne MacFarlane (Acting)
Parent member	Vacancy
Parent member	Vacancy
Parent member	Ms Suzanne Greenan
Clerk	Mrs Isobel Marshall
Staff member	Eileen McDonnell



Homework

We recognise that learning can happen anywhere. We welcome parent partnership through learning at home and in school. One way that we do this is to share activity cards and story boxes for families to use at home.



School Resources

Hydrotherapy Pool

Pupils have access to the school hydrotherapy pool. Hydrotherapy uses the principles of buoyancy and flotation, as well as the heated water, to help relaxation and improve the range of movement throughout the body. This should have a positive impact on positioning and general body movements.

Mobility Equipment

A variety of mobile equipment is used to allow the child to access the curriculum and encourage mobility. The school also has overhead tracking throughout the school to improve opportunities for mobility, accessibility and learning.



ICT

The school has a wide range of information technology equipment available including single switch-activated toys, computers, V.I. equipment, and plasma screen televisions with surround sound - all used to allow access to, and enhance delivery of, the curriculum. We also have a Tilt 'n' Touch table, iPads, iPods and sound beams.

Sensory Garden

Our Sensory Garden is a truly wonderful resource with specific areas designed to appeal to the different senses. All pupils have access to all areas of the garden as opportunities for outdoor learning.



School Minibus

Our school minibuses are extensively used by all pupils in the school to access the wider community. In so doing our pupils can experience a wide range of opportunities to enhance emotional, personal and social development while at the same time gaining further knowledge of the world outside their immediate environment.



Inter-agency staff

The School Nurse

AIM OF SERVICE

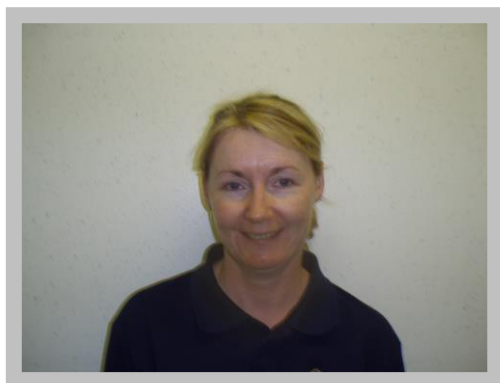
The Additional Needs School Nursing service aims to provide specialist training, education and support to all children, young people, their families and carers - both in school and in the home environment, enabling every child and young person within Additional Needs Schools to reach their full potential



ACHIEVED BY

- providing health care planning and needs assessments for all children, young people within Additional Support Needs schools
- supporting school staff by providing appropriate training around identified, specific health care needs

- working in partnership with other agencies both statutory and voluntary, to meet health care needs of children, young people and their families
- acting as advocate for children, young people and families by supporting them with challenges which arise from their needs
- providing routine health surveillance and immunisation programmes
- providing support and advice to parents, carers, education staff, Voluntary sector and social work staff



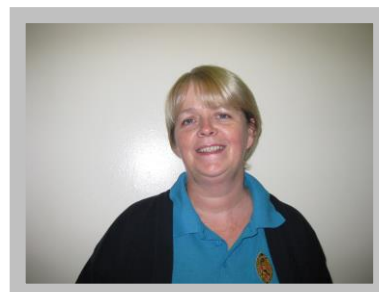
**The
Physiotherapist**



All pupils have their physio' provision transferred from local paediatric services to school services on enrolment. The school physio' co-ordinates physio' management in school and at home.

Physio' responsibilities include:

- * Assessment of children on admission to school
- * Continued review and reassessment
- * Identifying needs and setting aims, goals and treatment
- * Setting up individual programmes for each child
- * Advising staff on handling and positioning
- * Assessment for equipment
- * Liaison with parents, staff and the interagency team
- * Attendance at and liaison with Westmarc Wheelchair services where appropriate
- * Attendance at review meetings
- * Close liaison with other agencies concerned with the children eg: Bobath Centre, Robin and Rachel House



The Speech & Language Therapist

The general role of the therapists is:

- * To be part of an Inter-agency Team involving parents, staff, nurse, physiotherapist, dietician, psychologist and social worker

- * To carry out assessments

Children are assessed using formal and informal assessments and observations in a variety of activities within and outwith the classroom. Assessment is ongoing and areas assessed are:

Non-verbal communication
Verbal communication skills

Interaction skills
Eating and drinking skills



- *To devise and contribute to programmes for each child

The Speech and Language Therapist works collaboratively with parents, classroom staff and the inter-agency team to promote language and communication skills, which are an essential part of the child's daily life.

The Occupational Therapist

Mavisbank School receives Occupational Therapy input from Lanarkshire Paediatric Services, who liaise with physiotherapists, classroom staff, speech and language therapists and the CCN team.

All pupils receive a regular review of equipment at home and in school and are also visited on a regular basis by their Occupational Therapist. School visits involve assessment of the following:

- Classroom seating
- Gross motor skills
- Fine motor skills
- Interaction with the environment
- Play skills
- Sensory skills

Our School in the Community



A positive and supportive ethos exists in our school. We take every opportunity to extend this positive ethos in the community. We support our young people to take part in a wide range of events and to learn to be at ease in the wider community. We have a number of links with local organisations, establishments and businesses.



School Improvement Plan

This yearly plan is constructed as a result of consultation with staff and parents and submitted on an annual basis to North Lanarkshire Council, Learning and Leisure Services who annually monitor its progress.

The school carries out an annual audit of the improvement plan towards the end of the third term of the school year.

Parents are consulted and kept abreast of developments via the school newsletter and Parent Council members.

A copy of our current School Improvement Plan and our School Improvement Report are available on request.

Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force on 1 January, 2005. The Act allows anyone to ask for information from the Council and imposes a very tight time-scale for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the backing of an officer in each Service. The Services contact for freedom of Information is Margaret Kean, who can be reached by telephone on 01698 524712.

Data Protection

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer.

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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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).

Transferring Educational Data about Pupils - continued

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.

Concerns

If you have any concerns about the ScotXed data collections you can e-mail 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. www.scotxed.net



Child Protection

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

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

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

Child Protection Co-ordinator is: John Lochrie
Telephone Number: 01236 632108

The school has a very detailed policy and informative guidelines on Child Protection.

All staff receive training and written material on various aspects of Child Protection on an annual basis.

Taxi drivers, escorts, bus drivers, bus escorts, students, temporary and supply staff either receive training or are provided with all necessary guidelines.

Copies of the Child Protection policy are available at the school office.



Attendance at School

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised, as defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. Parents are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child and may result in the school sending a text message.

Parents should be asked to inform the school either by letter or telephone if their child is likely to be absent for some time, and to write in the diary 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/Guardians should inform the school by letter of the dates before going on holiday.

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

- * A family holiday judged to be important to the well-being 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 experienced 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 may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- * 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 attendance officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter to the children's hearing, if necessary.

Attendance and Absence Data

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.



Clothing and Uniform:

All North Lanarkshire schools must have a dress code 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. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstance includes items which:

- Could potentially encourage factions (eg football colours)
- Could cause offence (eg 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 (eg shell suits)
- Could cause damage to flooring
- Carry advertising in particular for alcohol or tobacco
- Could be used to inflict damage on 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 Director of Education. Information and application forms may be obtained from any school or area office. 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), housing benefits, council tax rebate.

The council wishes to minimise claims arising from the loss of pupils clothing and /or personal belongings. Parents / guardians are asked to assist in this 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 things are likely to be met only where the authority can be shown to have been negligent.



Meals

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge.

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.

Transport Arrangements

Transport for all pupils (over the age of three) attending Mavisbank School is provided by North Lanarkshire Council.

Information in Emergencies

The school will 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio and the North Lanarkshire Council's website and Twitter



Medical and Health Care

Oral health educators visit the school on a regular basis.

The school has very detailed policies on procedures to be followed if a child takes unwell in school. Action taken in these circumstances may include observation/treatment within school, asking parent to collect child or sending the child to hospital.

Parents are required to provide detailed written information as to their child's medical conditions and medication requirements and must also inform the school in writing of any changes to these requirements.



Food Allergy Policy

Some foods pose problems for children and young people with allergies, but the most dangerous are peanuts. Mavisbank has one pupil at present who suffers from a life-threatening allergy to peanuts. Therefore the school has been declared a 'peanut free zone'. This means that peanut products, eg Crunchy Nut Cornflakes, Celebrations Chocolates will not be allowed in the school at any time.

Storing of Oxygen Procedures

To ensure that children requiring oxygen therapy are able to attend Mavisbank, the storing of oxygen is required. Consequently, the school follows strict guidelines from oxygen suppliers over its storage and use. Therefore, no candles or flammable products such as perfumed oils or aerosols are permitted.

Contacts in relation to Support for Learning:

Help and advice on any matters relating to Support for Learning can be obtained from@

Anne Paterson Cumbernauld/Kilsyth Area

Helen Delaney Airdrie Area

Additional Support Manager

Support for Learning

Kildonan Street

COATBRIDGE

01236 632363

Anne Paterson may be contacted directly or through the school.

You can also get more help and advice from:

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

0845 123 2303

info@enquire.ircg.uk

www.enquire.org.uk for parents and practitioners

www.enquireorg.uk/yp for children and young people

Resolve

0131 222 2456

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House

69a George Street

Edinburgh

EH2 2JG

0131 260 5380

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Tribunal

ASNTS

Europa Building
450 Argyle Street
Glasgow
G2 8LG
Tel: 0141 242 0367
E-mail: ASNTSinquiries@scotland.gsi.gov.uk

NHS Lanarkshire Health Centres

Airdrie Community
Health Centre 01236 772200

Bellshill
Bellshill Health Centre 01698 575700

Coatbridge
Coatbridge Health Centre 01236 432200

Buchanan Health Centre
01236 703400

Cumbernauld
Kildrum Health Centre 01236 724140

Cumbernauld
Condorrat Health Centre 01236 723383

Motherwell
Motherwell Health Centre 01698 242610

Wishaw
Wishaw Health Centre 01698 355511



Social Work Offices:

Airdrie
Coats House
Gartlea Road 01236 757000
Airdrie
ML6 9JA

Bellshill
303 Main Street 01698 346666
Bellshill
ML4 1AW

Coatbridge
122 Bank Street 01236 622100
Coatbridge
ML5 1ET

Cumbernauld/Chryston 01236 638700
Carron House
Town Centre
Cumbernauld
G67 1DP

Motherwell
Scott House
73/77 Merry Street 01698 332100
Motherwell
ML11 1JE

Wishaw/Shotts
Kings House 01698 348200
King Street
Wishaw
ML2 8BS



USEFUL PHONE NUMBERS

School	01236 632108
Community Children's Nursing Team (Mavisbank School)	01236 632114
Physiotherapists	01236 707743
Occupational Therapists	01236 772262
Speech & Language Therapists	01236 772280
Aileen Hart ASN Education Officer	01236 812291
Sharon Brown School Psychologist	01236 856200
Sandra Love/Cathy Higgins School Transport	01236 812261
Abdul Ahmed Bi-lingual Services	01236 795698
Westmarc (wheelchair repairs)	0844 811 3001

Gaelic Provision

Opportunities for Gaelic provision in North Lanarkshire are available at Tollbrae Nursery Class and Condorrat Primary School.

Although this information is correct at time of printing there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question and in relation to subsequent school years.